



Project title: Gamification for intercultural education

Project number: 2020-1-PL01-KA227-SCH-095412

GOOD PRACTICES



Table of content

Good practices: KCZIA (POLAND)	4
1.1. Game: “Against All Odds”	4
1.2. Workshops „Under the Lime Tree”	5
1.3. A location-based game „Macewa”	6
1.4. Training course “Intercultural dialogue and social inclusion through sport”	9
1.5. „All different, all equal – education pack”	11
1.6. Project „Safe diversity in Warmia and Mazury”	12
Good practices: DDE (GREECE)	14
2.1. interculturalcompass	15
Good practices: EUNOIA (NORTH MACEDONIA)	16
3.1. 60 seconds = 1 minute, or does it?	17
3.2. A Mosque in Sleepyville	19
3.3. Abigail	28
Good practices: ASI (ROMANIA)	31
4.1. Heelotia	32
4.2. Puzzle Game FoldIt	34
4.3. BARNGA	35
4.4. BaFa’ BaFa’	37
Good practices: HAFL (TURKEY)	38
5.1. MORRIS INTERCULTURAL EDUCATION INTITATIVE	39
5.2. ISOTIS	41
5.3. Intercultural Minecraft Project, Global Experience for Renton Prep Students	43
5.4. Gamification in Intercultural Learning	45
5.5. Game to EMbrace INtercultural education” – GEM IN	47
5.6. TeCoLa: Pedagogical Differentiation through Telecollaboration and Gaming for Intercultural and Content Integrated Language Teaching	49



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Good practices: KCZIA (POLAND)

1.1. Game: “Against All Odds”

1.	Country:	Sweden
2.	Name of initiative:	Game: “Against All Odds”
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	First debuted in Sweden
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	UNHCR
5.	Duration time of the initiative:	Ongoing initiative
6.	Source of financing:	Initial funding for the project came from a grant of NOK 1 million from Statoil to UNHCR's Baltic and Nordic regional office
7.	Description of activities:	Against All Odds is an online game created to increase students' awareness and knowledge about refugee situations by putting players in the position of a refugee. The game is available in multiple languages: Swedish, English, German, Greek, and Norwegian.

8.	Skills and/or goals:	- To get students informed and aware of the refugee situation. -To develop empathy, sense of justice and compassion.
9.	Website/E-mail /Other contact info:	UNHCR

1.2. Workshops „Under the Lime Tree”

1.	Country:	Poland
2.	Name of initiative:	Workshops „Under the Lime Tree”
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Katowice
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	Kwiatkowska Magdalena, Izydora Antczak, Menzyk Marzena
5.	Duration time of the initiative:	From 03.01.2018 do 15.06.2018
6.	Source of financing:	Grant from the City of Gliwice and Silesian Voivodeship Office in Katowice
7.	Description of activities:	Romani and Polish children met with each other during dance classes where they had an opportunity to learn about different types of Romani dance styles. The workshops were organized at a once a week pace.
8.	Skills and/or goals:	1. Getting to know and learning about other dance cultures.

		<p>2. Developing skills in a given style, preparing the band for performances.</p> <p>3. Fostering intercultural communication.</p>
9.	Website/E-mail /Other contact info:	http://www.gim10.gliwice.pl/index.php?page=swietlica-pod-lipami

1.3. A location-based game „Macewa”

1.	Country:	Poland
2.	Name of initiative	A location-based game „Macewa”
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Pacanów
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	Project coordinator: Katarzyna Cudna
5.	Duration time of the initiative:	Year 2018
6.	Source of financing:	The staff of Kornel Makuszyński Primary School in Pacanów Educators from Forum for Dialogue located in Warsaw
7.	Description of activities:	Participants of the "School of Dialogue" program, seventh grade students from the Primary School in Pacanów organized a trip to places related to the history, religion and culture of Jewish community. For the event local authorities, teachers and parents were invited. In an hour-long trip in the form of a city game, the guides presented the places where there were

		<p>synagogues, a bathhouse, an oil mill, a ghetto, and a cemetery.</p> <p>The participants of the trip solved puzzles and collected letters for the game password. As a reward for each guessed riddle, young people read Jewish jokes.</p> <p>After an hour, everyone reached the finish line, where they guessed the password of the game: "Matzevah" from the collected letters.</p>
8.	Skills and/or goals:	Learning about the past, history, culture, and traditions of Poles and Jews living together in Pacanów
9.	Website/E-mail /Other contact info:	http://ug.pacanow.pl/macewa-gra-miejska,,4,,1,15623,n.html

1.4. Training course “Intercultural dialogue and social inclusion through sport”

1.	Country:	Countries of European Union
2.	Name of initiative:	Training course “Intercultural dialogue and social inclusion through sport”.
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	International
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	The International Sport and Culture Organisation (ISCA)
5.	Duration time of the initiative:	Ongoing
6.	Source of financing:	-
7.	Description of activities:	<p>Youth and sport activities that can be adapted to different social, economic and ethnic frameworks and we empower and encourage young people and youth workers to use them to promote intercultural dialogue through sport.</p> <p>The training process built on 4 main steps that linked intercultural learning to social inclusion:</p> <ul style="list-style-type: none"> • “Teambuilding” as part of most training courses. • “Identity and culture exercises” during which personal, cultural, educational and social differences and similarities are emphasised.

		<ul style="list-style-type: none"> • “Intercultural dialogue” where aspects such as individual identity, group identity, stereotyping, generalization and tools for intercultural learning are investigated. • “Social inclusion” where strategies to overcome discrimination and create inclusive environments through physical activity are worked out.
8.	Skills and/or goals:	To facilitate practical experience with intercultural dialogue.
9.	Website/E-mail /Other contact info:	https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiApM7kg-zwAhXXgf0HHaUIDmEQFjAAegQIAxAD&url=http%3A%2F%2Fisca-web.org%2Ffiles%2FCoyote.pdf&usg=AOvVaw3MspERw9n_kSwm84H89DRb

1.5. „All different, all equal – education pack”

1.	Country:	Project "Active Citizens of the World"
2.	Name of initiative:	„All different, all equal – education pack”
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Warszawa
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	The Polish Scouting and Guiding Association
5.	Duration time of the initiative:	2015
6.	Source of financing:	Co-financed by the Ministry of Foreign Affairs of the Republic of Poland and the European Union fund.
7.	Description of activities:	<p>The proposal was developed on the basis of the Council of Europe package „All different, all equal – education pack” which is one of the elements of the program intercultural education of youth and adults.</p> <p>Authors prepared the materials with hope it will be a useful tool to shape tolerant attitudes among polish recipients of the materials.</p> <p>The toolkit contains game proposals and group activities that can be used for intercultural education.</p>
8.	Skills and/or goals:	It’s essential the goal - resulting from the "Educational foundations of the Polish Scouting Association" - is to shape young people attitudes

		and cultivate openness, tolerance and understanding of each other's differences. The exercises, games and activities presented here are intended as universal material for intercultural education of young people.
9.	Website/E-mail /Other contact info:	https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiR-4DNhuzwAhXJg_0HHVt4C2s4HhAWMAR6BAGLEAM&url=https%3A%2F%2Fcbp.zhp.pl%2Fwp-content%2Fuploads%2F2015%2F12%2Fkazdyinnyszyscyrowni_web.pdf&usg=AOvVaw2vwIc3iPWOC-Yq2z8UnSbZ

1.6. Project „Safe diversity in Warmia and Mazury”

1.	Country:	Poland
2.	Name of initiative:	Project „Safe diversity in Warmia and Mazury”
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Bystra (Giżycki district)
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	Coordinator: Marzena Rzeczycka Nicholas Copernicus Junior High School situated in Bystra (Giżycko district) in cooperation with the Borussia Olsztyn Foundation
5.	Duration time of the initiative:	2016
6.	Source of financing:	Project co-financed by the EOG Fund within the “Citizens for Democracy” program.



7.	Description of activities:	<p>As part of the project "Safe Diversity in Warmia and Mazury", 18 mini-projects were launched in partnership with Borussia Foundation.</p> <p>"The more I know, the better I understand" was one of those projects. It consisted of two parts: workshops during which middle school students discussed the notions: tolerance, stereotype, prejudice, discrimination. Then they exercised their social skills by taking part in a simulation game.</p> <p>In the second part, they were conducting interviews with the elderly inhabitants of their city, visiting historical buildings. Through these outdoor actions they collected information about the inhabitants of the villages of Bystry, Upały, Upały Małe, Kozuchy, Kruklin, and Spytkowo until World War II, their later fate and the history of the families who lived in these places after the war. The result of the project was a presentation prepared by students on the basis of the collected materials and photos.</p>
8.	Skills and/or goals:	<ul style="list-style-type: none"> ● Intercultural education, ● Social integration, ● Anti-discrimination education.
9.	Website/E-mail /Other contact info:	<p>http://borussia.pl/index.php/konkurs/</p>



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Good practices: DDE (GREECE)

2.1. Gamification

1.	Country:	USA
2.	Name of initiative:	Gamification
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	University of Pennsylvania via Coursera Help



5.	Duration time of the initiative:	6 weeks
6.	Source of financing:	University of Pennsylvania via Coursera Help
7.	Description of activities:	Online courses about Gamification
8.	Skills and/or goals:	This course will teach you the mechanisms of gamification, why it has such tremendous potential, and how to use it effectively. For additional information on the concepts described in the course, you can purchase Professor Werbach's book For the Win: How Game Thinking Can Revolutionize Your Business in print or ebook format in several languages.
9.	Website/E-mail /Other contact info:	https://www.coursera.org/learn/gamification

2.2 Seminar on Intercultural Education Issues

1.	Country:	Greece
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2.	Name of initiative:	Seminar on Intercultural Education Issues
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Samos
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	Aegean University
5.	Duration time of the initiative:	9 months
6.	Source of financing:	Private Initiative
7.	Description of activities:	Training Center of the University of the Aegean carries out a new cycle for the 9-month seminar with the exact title "Training of teachers in Intercultural Education for students with refugee and immigrant background".



8.	Skills and/or goals:	The purpose of the program is the scientific support to the teachers of Primary and Secondary in matters of Intercultural Education and in particular regarding the integration of immigrants, refugees and students in general from different cultural backgrounds in the school unit and the educational process.
9.	Website/E-mail /Other contact info:	https://bit.ly/34i2voX

2.3 Gamification in online education case

1.	Country:	Greece
2.	Name of initiative:	Gamification in online education case
3.	Location <ul style="list-style-type: none"> - (big city with over 500 000 citizens, smaller city, village) - description of the location 	Samos

4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	Aegean Directorate of Secondary Schools
5.	Duration time of the initiative:	1 day
6.	Source of financing:	Free
7.	Description of activities:	Youtube training video lesson
8.	Skills and/or goals:	The purpose of this training material is to introduce teachers to the world of Gamification in education.
9.	Website/E-mail /Other contact info:	https://bit.ly/2RKaDfa

2.4 Learn GeoGebra Classroom

1.	Country:	USA
2.	Name of initiative:	Learn GeoGebra Classroom



3.	Location <ul style="list-style-type: none"> - (big city with over 500 000 citizens, smaller city, village) - description of the location 	Online
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	GeoGebra
5.	Duration time of the initiative:	User Specified
6.	Source of financing:	Free
7.	Description of activities:	Asynchronous eLearning Material
8.	Skills and/or goals:	Assign interactive and engaging tasks for students view live updated progress of students working on a specific task view which tasks students have (or have not) started ask the entire class questions and see all student answers instantly hide student names when displaying student responses to questions facilitate rich, interactive discussions among all students, groups of students, and individual students



9.	Website/E-mail /Other contact info:	https://www.geogebra.org/m/hncrgruu
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2.5 Zurmo CRM

1.	Country:	USA
2.	Name of initiative:	Zurmo CRM
3.	Location <ul style="list-style-type: none"> - (big city with over 500 000 citizens, smaller city, village) - description of the location 	Zurmo, an open-source CRM solution
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	Zurmo
5.	Duration time of the initiative:	User Specified
6.	Source of financing:	AGPLv3

7.	Description of activities:	Gamification Tool
8.	Skills and/or goals:	Zurmo provides a wide range of tools to manage customer relationships, track the progress of sales opportunities, monitor all the upcoming events and activities, improve the efficacy of marketing campaigns, and set up integrations with other services. With its social and achievement-oriented design of the interface, the platform resonates with the needs of younger generations of users and creates intrinsic motivation to work. All of that results in numerous benefits not only for users but also for the growth of the business.
9.	Website/E-mail /Other contact info:	https://www.espocrm.com/open-source/zurmo/

2.6 Online Training

1.	Country:	USA
2.	Name of initiative:	Game Changing Training



3.	Location <ul style="list-style-type: none"> - (big city with over 500 000 citizens, smaller city, village) - description of the location 	Online Training
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	Your Training Edge, Ltd
5.	Duration time of the initiative:	User Specified
6.	Source of financing:	Free
7.	Description of activities:	Gamification Tutorial
8.	Skills and/or goals:	
9.	Website/E-mail /Other contact info:	http://www.yourtrainingedge.com/game-changing-training/

2.7 Intercultural Gamification - Play, Connect, Learn, Create, Facilitate

1.	Country:	USA
2.	Name of initiative:	Intercultural Gamification - Play, Connect, Learn, Create, Facilitate: intercultural games for training in organizations, education & social acculturation
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	NY
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	Society for Intercultural Education, Training and Research
5.	Duration time of the initiative:	2 days
6.	Source of financing:	Cost
7.	Description of activities:	PRE- AND POST-CONGRESS WORKSHOPS

8.	Skills and/or goals:	2-day workshop in collaboration with members of SIETAR EU MigSIG will create understanding & competence for interculturalists, both beginners & seasoned professionals, about the role & use of games in their work. Gamification penetrates every aspect of contemporary life, challenging us to use & evaluate its impact on the construction & dissemination of cultural discourse. The workshop aims for 30 participants, in addition, we are looking to the inviting local students, particularly migrants & asylum seekers
9.	Website/E-mail /Other contact info:	https://bit.ly/3fKK95i

2.8 Intercultural Learning and Cultural Diversity in education

1.	Country:	Italy
2.	Name of initiative:	Intercultural Learning and Cultural Diversity in education
3.	Location <ul style="list-style-type: none"> - (big city with over 500 000 citizens, smaller city, village) - description of the location 	Roma



4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	ERASMUS TRAINING COURSES
5.	Duration time of the initiative:	1 week
6.	Source of financing:	Free
7.	Description of activities:	This course is addressed to teachers, trainers, educational counsellors, career counsellors, school psychologists, headmasters, school management and administrative staff working in primary schools, secondary schools, vocational schools, training centres, adult education schools, higher education, kindergarten and NGOs.
8.	Skills and/or goals:	This course aims to help teachers to develop their cultural awareness while giving them the tools and new approaches to cater to a multicultural and ethnically diverse group of students.
9.	Website/E-mail /Other contact info:	https://bit.ly/3cdPkdh



2.9 Intercultural compass

1.	Country:	Poland
2.	Name of initiative:	Intercultural compass
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Warsow
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	diversophy®
5.	Duration time of the initiative:	1 week
6.	Source of financing:	Free
7.	Description of activities:	Course



8.	Skills and/or goals:	DIVERSOPHY® IS AN INTERACTIVE LEARNING GAME DESIGNED TO DEVELOP THE GLOBAL & LOCAL COMPETENCE YOU NEED TO FIND OPPORTUNITIES AND MEET CHALLENGES, AS WELL AS HANDLE CONFLICTS AND CRISES IN MULTICULTURAL COLLABORATION AND LIVING SITUATIONS
9.	Website/E-mail /Other contact info:	https://www.interculturalcompass.com/diversophy-poland/

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Good practices: EUNOIA (NORTH MACEDONIA)

3.1. 60 seconds = 1 minute, or does it?

1.	Country:	
2.	Name of initiative:	60 seconds = 1 minute, or does it?
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	Organizations/ informal groups
5.	Duration time of the initiative:	
6.	Source of financing:	Erasmus+
7.	Description of activities:	STEP-BY-STEP DESCRIPTION OF THE ACTIVITY - The facilitator asks the participants to hide any watches they might have. - Then everybody has to practice sitting down on their chairs silently – and with their eyes closed. - Then the facilitator asks everyone to stand up and close their eyes. On the command “GO!”, each person is to count up to 60 seconds and

		<p>sit down when they have finished. It is important to stress that this exercise can only work if everyone is quiet during the whole of it. Once people have sat down they can open their eyes, but not before. - Ask the participants to estimate for how long they had their eyes closed, and give the first and last ones their time. - Clearly this activity opens up the whole concept of time and each individual's relationship to it. You can then go on to discuss whether there are culturally different perceptions of time, space etc.</p> <p>RECOMMENDATIONS / TIPS -This will help you talk about different perceptions of reality in different cultures and also within the same culture. It is a good introduction to any activity about different values</p> <p>NECESSARY MATERIALS – the facilitator needs a watch – each participant needs a chair – if there is a clock in the room, cover it with paper; if the clock ticks then remove it</p>
8.	Skills and/or goals:	<p>To raise awareness about different perceptions of various notions, e.g. time, depending on different representations that are particular to each individual, even in the same culture.</p> <p>- To prepare students going on an international mobility program to different perceptions of time. TIME: Anything up to 2 minutes and 30 seconds!</p> <p>INTERCULTURAL COMPETENCES – empathy and decentring – self-awareness and self-knowledge – critical cultural awareness – multiperspectivity</p>
9.	Website/E-mail /Other contact info:	<p>Silvio Martinelli, Mark Taylor, T-kit 4 Intercultural Learning, Council of Europe, 2004 http://pjp-eu.coe.int/</p>



		http://intercultural-learning.eu/Portfolio-Item/60-seconds-1-minute/
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3.2. A Mosque in Sleepyville

1.	Country:	
2.	Name of initiative:	A Mosque in Sleepyville
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	Organizations / informal groups
5.	Duration time of the initiative:	TIME 120-150 minutes
6.	Source of financing:	Erasmus +
7.	Description of activities:	<p>STEP-BY-STEP DESCRIPTION OF THE ACTIVITY</p> <p>1. Read out the description of the problem in the handout. Explain that all participants are citizens of Sleepyville and all are troubled by the problem of whether a new mosque (or temple, church etc.) should be built on a piece of derelict council land.</p> <p>2. Show participants the list of different roles and ask everyone to select one for themselves. Hand out the role-cards and the description of the problem and indicate where people and groups can meet up</p>

		<p>beforehand, and where the “Council Meeting” will take place later on.</p> <p>3. Explain the rules of debate that will be used during the meeting.</p> <p>4. Explain that there will be 30 minutes before the actual meeting so that people can meet other citizens, prepare what they want to say and decide how they want to vote! Tell them that the Town Council Meeting will last 40 minutes, and that there may be very little time for actual speeches because of the number of people attending. For that reason, they should try to prepare just one or two points that they want to make.</p> <p>5. Use the preparation phase to set up the space for the “Council Meeting”. Ideally people should sit in a semi-circle or horseshoe shape, with the Mayor at the front, in a slightly elevated position. Parties or groups should be able to sit together, and you should place their name-tags on the tables in front.</p> <p>6. After 30 minutes, call the citizens for the meeting (or ask the Mayor to do so). He/she should remind people of the basic rules of debate and give a short speech to introduce the meeting.</p> <p>7. At the end of the meeting, after 40 minutes, the Mayor should call for a vote. When the votes have been counted and the result declared, you should announce the end of the activity, and invite people to bring their chairs into a circle for the debriefing.</p> <p>8. To debrief, start the feedback round by greeting everybody by their real names or using another technique allowing participants to give up the roles they had assumed during the simulation. This is important to do before starting the debriefing. Ask the participants what they feel about the process they have just been through:</p>
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	<ul style="list-style-type: none"> • Were you surprised by the result of the vote, and did it reflect the position of the person you were playing? • How much influence do you think you (in your role) had on the result? • Did interaction with other people or groups make you alter your approach or your attitude towards the problem? • How easy was it to identify with your role? Why or why not? • Do you think that this situation could arise in real life? Can you think of any similar cases? • How would you react if this case arose in your town / place of residence? Did the activity alter your attitude at all? • What do you understand by the right to freedom of thought, conscience and religion? Do you know of any cases in history (or today) when this right has been denied? • Why do you think that religious freedom is a fundamental human right? • To what extent do you think this right is observed in your community? <p>RECOMMENDATIONS / TIPS- If possible, you should run this activity together with a co-facilitator in order to be able to answer questions and coordinate each step of the activity at the same time. The activity could benefit from having more time available, particularly during the actual meeting, so that people have the chance to respond to comments made by others. You may also allocate the roles beforehand or allocate roles randomly in order to save time during the session. During the preparation phase, it may be useful to check that people are using the time to plan what they are going to say during the meeting. When assigning the roles, note that the role of the mayor is</p>
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		<p>a very demanding one, and that the person playing it will need to feel confident about facilitating the meeting and – if necessary – cutting people short in order to allow everyone to speak. You will need to go through the task with the participant playing the mayor before the actual simulation. It is highly desirable that after that, you try to leave facilitation entirely to the person playing the Mayor, both in order that he/she feels your trust and in order that other participants respect his/her decisions rather than looking to you. Of course, if difficulties arise, you may find it necessary to intervene in the course of the simulation. You should, however, try to do this without undermining the authority of the participant playing the Mayor. If the simulation gets out of control – for example, because people stray off the topic or new pieces of information are invented – or if the Council gets caught in a deadlock and cannot come to an agreement, point out that this can reflect a result in real life, and does not indicate that the activity has failed. You can use this in the debriefing at the end to discuss the difficulty of reaching agreement on issues such as these. During the debriefing, it is very important to try to avoid repeating the simulation. People need to try to detach themselves from the role they played in the activity in order to be able to reflect properly on what they have been through. You should help them to look back on the simulation with their normal “hats” on rather than in their assumed roles.</p> <p>A mosque in Sleepyville Appendix 1: Role cards Rules of Debate You may wish to alter these rules according to the size of your group and the time you have available.</p> <ul style="list-style-type: none"> • The meeting will be chaired by the Mayor, and his/her decision on all matters is final. • If you wish to speak, you should raise your hand and obtain permission from the Mayor.
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	<ul style="list-style-type: none"> • Comments should be brief, and should not exceed 2 minutes. • The meeting will close after 40 minutes, with a vote on whether or not the Mosque should be built. • Anyone attending the meeting is entitled to speak in the debate and to vote at the end A Mosque in Sleepyville (for all participants) <p>A Mosque in Sleepyville (for all participants)</p> <p>You live in the picturesque town of Sleepyville, a town of about 80,000 people. In the last 60 years the population has changed radically, partly because young people mostly try to move to larger cities as job opportunities there are better, but also because the region has seen the arrival of a large number of immigrant families, many from Muslim countries. Some of these families have been here for 3 generations, but they are still treated with suspicion as “newcomers” by many people in the town. They now make up almost 15% of the total population. The issue that is now dividing the town is the desire of Muslims in Sleepyville to have a Mosque built on a piece of derelict land belonging to the council. This land has been undeveloped and has been a source of complaints to the council for years: it is near the main shopping street and is an area where vandalism and drug-taking have been a regular problem. So when a rich businessman offered to take the problem off the Council’s hands, the Mayor thought his lucky day had come! The Council readily agreed to give up the land and to fund 20% of the construction costs for a new mosque on the site. The remaining 10% of the building costs, which the businessman could not cover, were to be found from among the Muslim community. Building was meant to start this week... but the Council has been flooded with complaints from residents who object to the project. They have called a special meeting, to which all are invited, to</p>
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		<p>resolve this issue. The meeting will take place in 30 minutes</p> <p>Role card: Town Council member: Populist Party (1 or 2 people) You represent the Populist Party on the Town Council. You supported the original decision to have the Mosque built on the land, partly because you realise that the Muslim community has been very good for the economy of the town and you do not want to alienate them. But you have been very worried by complaints from residents and do not want to create an unnecessary conflict in the community. You are also concerned about your seat in the next council elections, so you will probably support whichever option appears to be least controversial.</p> <p>Role card: Town Council member: Diversity Party (1 or 2 people) You represent the Diversity Party on the Town Council. You believe that the relatively large proportion of people from different parts of the world has added to the culture and interest of Sleepyville and you have felt it unfair that the town has deprived many of these people of the opportunity to practise their religion for so long. You can also see that the derelict land is causing social problems in the town and that the Council does not at the moment have the money to develop it themselves</p> <p>Role card: Members of the “Past and Present” Association of Sleepyville (2-4 people) You are one of the main groups opposed to this mosque. Your members are from traditional (nonMuslim) communities in Sleepyville, and you think it is very important to keep the ancient character of the town, where most of you have lived all your lives. The site that is proposed for the Mosque is very central and it would be visible from most places in the town centre. In particular, the Mosque could block out the view of the main church from the town square. You feel that the character of your hometown is being completely changed by a community that arrived here only recently. You do not see why people who arrived</p>
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	<p>in this country from somewhere else should not live by the same rules as you have here</p> <p>Role card: Town Council member: Traditionalist Party (1 or 2 people) You represent the Traditionalist Party on the Town Council, and you are strongly opposed to the Mosque. You do not think it is right that council land and council resources should be spent on a place of worship that does not respect the traditions of this country and this town. You feel that immigrant families are privileged to be allowed to live here and that they should not try to impose different lifestyles on a country where they are guests.</p> <p>Role card: Members of the Youth Action Group “Young Sleepies for Human Rights!” (2-4 people) Your group was set up to address some of the worst problems for young people today in Sleepyville. You see the building of the Mosque as a solution both to the Muslim community’s need for a place of worship, and as a solution to the numerous social problems which have been a result of the land being left derelict for so long. You support the building of this Mosque but you are concerned that other social problems may be neglected by the Council if they have to contribute to the building. In particular, the youth budget over the past 5 years has been cut to a level where it cannot begin to meet the needs in the town</p> <p>Role card: Members of the “Muslim Association of Sleepyville” (2-4 people) You have been asking the Council for years to provide a place of worship for the Muslim community, but it has always been refused on financial grounds. You feel that it is unfair that the Muslim community is being asked to find 10% of the building costs, when economic conditions are so harsh for most people, and when the Christian community has 11 different places of worship and these are used by far fewer people than the mosque would be. You feel that the contribution that your community has made to the town is not appreciated, that people in your community are unfairly discriminated against in various aspects of their life, and that in refusing to</p>
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		<p>allow this Mosque, the council is denying members of your community their fundamental right to religious worship</p> <p>Role card: Citizens of Sleepyville You are worried about the conflict that seems to have taken over the town of Sleepyville and you want to go to the meeting of the Town Council in order to vote. At the moment you do not know what you will vote for: you need to speak to as many different groups as you can and then you plan to make up your mind. Role card: The Mayor of Sleepyville You are the Chair of the assembly and it will be your role, once the meeting starts, to welcome the participants and remind them of the rules of debate. During the meeting, you should try to give everyone the opportunity to speak - and should not allow anyone to speak for too long! You are very worried about the bad publicity that this case has been attracting and you plan to try, before the meeting, to speak to some of the groups to try to persuade them to soften their position.</p> <p>Role card: Town Council member: Traditionalist Party (1 or 2 people) You represent the Traditionalist Party on the Town Council, and you are strongly opposed to the Mosque. You do not think it is right that council land and council resources should be spent on a place of worship that does not respect the traditions of this country and this town. You feel that immigrant families are privileged to be allowed to live here and that they should not try to impose different lifestyles on a country where they are guests. You are also worried that the Mosque could become a meeting area for recruiting terrorists.</p>
8.	Skills and/or goals:	INTERCULTURAL COMPETENCES – valuing/respect of other human being – valuing/respect for cultural

		<p>difference and diversity – intercultural behavior – communicative awareness – critical thinking</p> <p>LEARNING OBJECTIVES – To experience real conflicts that can arise in meeting the needs of diverse communities – To explore the right to freedom of religion and belief – To develop skills of debate and analysis</p>
9.	Website/E-mail /Other contact info:	https://www.coe.int/en/web/compass/a-mosque-in-sleepyville

3.3. Abigail

1.	Country:	
2.	Name of initiative:	Abigail
3.	<p>Location</p> <ul style="list-style-type: none"> - (big city with over 500 000 citizens, smaller city, village) - description of the location 	
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	Organizations/informal groups
5.	Duration time of the initiative:	90 minutes
6.	Source of financing:	Erasmus +
7.	Description of activities:	<p>Introduce the exercise to the participants as being one about finding out about different values. Give a copy of the following story to each pupil and read it once for the group:</p> <p>“Abigail loves Tom who lives on the other side of the river. A flood has destroyed all bridges across the river, and has left only one boat afloat.</p>

		<p>Abigail asks Sinbad, the owner of the boat, to bring her to the other side. Sinbad agrees, but insists that Abigail has to sleep with him in return.</p> <p>Abigail does not know what to do and runs to her mother and asks her what she should do. Her mother tells Abigail that she does not want to interfere with Abigail's own business.</p> <p>In her desperation Abigail sleeps with Sinbad who, afterwards, brings her across the river. Abigail runs to Tom to happily embrace him and tell him everything that has happened. Tom pushes her away bluntly and Abigail runs away.</p> <p>Not far from Tom's house, Abigail meets John, Tom's best friend. She tells everything that has happened to him as well. John hits Tom for what he has done to Abigail and walks away with her."</p> <p>- Ask everybody to read the story by him/herself and to rank the character (Abigail, Tom, Sinbad, Abigail's mother, John) according to their behavior: who acted worst? Who second worst?... - After reading the story, the participants must individually evaluate each character based on their behaviour (Abigail, Tom, Sinbad, Abigail's mother and John)</p> <p>Who was the worst behaved character?</p> <p>The task - the small groups are to come up with a list (ranking the best to the worst behaved character) that everybody in the small group can agree on. Ask them to avoid using mathematical methods in order to establish the list, but rather to build that list on the basis of a shared understanding of what is good and what is bad.</p>
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		<p>- Move on to ask on which grounds people made their ranking. How could they decide what was good and what was bad behavior. How difficult or easy it is to negotiate about values when having to establish a common list.</p> <p>- You can ask people how they managed to come up with a common list – which arguments worked to convince them, and why, and where there was a border of being able to understand and/or follow the other.</p> <p>- A possible follow up is to then look at where we learned what is good and what is bad – and what that tells us about what we have in common and what makes us different.</p> <p>This story is useful when introducing the otherwise abstract concept of values to pupils, since it very clearly puts them in a situation where they have to apply values in order to make a ranking.</p>
8.	Skills and/or goals:	<p>LEARNING OBJECTIVES –</p> <p>To understand the concept of value and of cultural identity</p> <p>To understand the link between values and culture</p> <p>To understand the influence of our culture on our behaviors and our points of view</p>
9.	Website/E-mail /Other contact info:	<p>Intercultural Learning T-Kit 4, Council of Europe and European commission, 2001</p> <p>http://intercultural-learning.eu/Portfolio-Item/abigail/</p>

Project title: Gamification for intercultural education

Project number: 2020-1-PL01-KA227-SCH-095412

Good practices: ASI (ROMANIA)

4.1. Heelotia

1.	Country:	USA
2.	Name of initiative:	Heelotia
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	- available in English
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	Leland Stanford Junior University
5.	Duration time of the initiative:	Initial release: 1991
6.	Source of financing:	Leland Stanford Junior University
7.	Description of activities:	„Heelotia is a simulation designed to provide students with an experimental or discovery exercise in cross-cultural relations. The simulation is designed to be a part of a more extensive study of cultural perceptions and can be used in an exploration of one's own community as well as that of more geographically distant cultures. Every culture operates according to universally acknowledged, though often unwritten, "rules" of



		<p>behavior. In this simulation, the rules of the two imaginary cultures, Heelotia and Hokia, are introduced to the participants. Ambiguity has been built into the simulation to place the burden on the participants to make personal decisions regarding their behavior when they come in contact with the other culture, just as we must do when we venture into other cultures in the real world. The activity allows each participant to experience how he/she chooses to mediate personal and group norms and expectations. This simulation highlights cultural difference, not because we believe cultures are more different than alike, but because we hope to create a forum in which participants can reflect on their own and others' behavior when confronted with difference.”</p> <p>https://spicestore.stanford.edu/products/heelotia-a-cross-cultural-simulation</p>
8.	Skills and/or goals:	<p>„- to give players a simulated cross-cultural experience</p> <ul style="list-style-type: none"> - to help players develop decision making skills (individual and group) - to provide a forum of discussion about the accuracy of our perceptions: to raise questions of how and where we get our information and how our perceptions are formed” <p>https://spicestore.stanford.edu/products/heelotia-a-cross-cultural-simulation</p>
9.	Website/E-mail /Other contact info:	<p>https://spicestore.stanford.edu/products/heelotia-a-cross-cultural-simulation</p>

4.2. Puzzle Game FoldIt

1.	Country:	USA
2.	Name of initiative:	Puzzle Game FoldIt
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	- more than 240 000 „players” - available in 13 languages
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	The University of Washington’s Center for Game Science in collaboration with the Biochemistry department created FoldIt.
5.	Duration time of the initiative:	Initial release: May 8, 2008
6.	Source of financing:	University of Washington
7.	Description of activities:	FoldIt is a revolutionary crowdsourcing computer game enabling people from all over the world to play and contribute to important scientific research by competing in figuring out various protein structures that fit a researcher’s criteria. A major breakthrough in the AIDS research field was found by the FoldIt „players” in 2011. https://www.youtube.com/watch?v=RBuy6C_B1NQ
8.	Skills and/or goals:	The objective of Foldit was to attract as many people as possible to fold the structures of selected proteins as perfectly as possible, using tools provided in the game. The solutions can be used by scientists to eradicate diseases and create biological innovations.
9.	Website/E-mail /Other contact info:	http://fold.it https://www.washington.edu

4.3. BARNGA

1.	Country:	USA
2.	Name of initiative:	BARNGA
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	- available in English
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	It was created by Sivasailam “Thiagi” Thiagarajan, while working for USAID in Gbarnga, Liberia.
5.	Duration time of the initiative:	Initial release: 1980
6.	Source of financing:	Sivasailam “Thiagi” Thiagarajan
7.	Description of activities:	„BARNGA is a simulation game that encourages participants to critically consider normative assumptions and cross-cultural communication. (...) In this activity, students play a card game silently, each operating with a different set of rules, unbeknownst to them.” (https://sites.lsa.umich.edu/inclusive-teaching/barnga/)
8.	Skills and/or goals:	„- To learn to communicate effectively across cultural groups. - To help students interrogate assumptions they may have about group norms and to critically analyze where those norms have come from, determining whether or not they continue to be useful in next contexts. - To understand what happens when we are not utilizing the same “rules” or “norms” as others in the group. - To interrogate what the role of communication is in helping us either be confused or understand one another.”



		(https://sites.lsa.umich.edu/inclusive-teaching/barnga/)
9.	Website/E-mail /Other contact info:	https://sites.lsa.umich.edu/inclusive-teaching/barnga/

4.4. BaFa' BaFa'

1.	Country:	USA
2.	Name of initiative:	BaFa' BaFa'
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	- available in English
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	Simulation Training Systems (STS)
5.	Duration time of the initiative:	Initial release: 1974
6.	Source of financing:	The Navy Personnel Research and Development Center
7.	Description of activities:	„After an initial briefing two cultures are created. The Alpha culture is a relationship oriented, high context, strong ingroup outgroup culture. The Beta culture is a highly competitive trading culture. After the participants learn the rules of their culture and begin living it, observers and visitors are exchanged. The resulting stereotyping, misperception and misunderstanding becomes the grist for the debriefing.” (https://www.simulationtrainingsystems.com)
8.	Skills and/or goals:	„- to help participants prepare for living and working in another culture or to learn how to work with people from other departments,



		disciplines, genders, races, and ages” (https://www.simulationtrainingsystems.com)
9.	Website/E-mail /Other contact info:	https://www.simulationtrainingsystems.com

Project title: Gamification for intercultural education

Project number: 2020-1-PL01-KA227-SCH-095412

Good practices: HAFL (TURKEY)

5.1. MORRIS INTERCULTURAL EDUCATION INITIATIVE

1.	Country:	USA
2.	Name of initiative:	MORRIS INTERCULTURAL EDUCATION INITIATIVE
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Minnesota,
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	Latina Support and Friendship Group, Lazos, Minnesota Literacy Council, Minnesota Literacy Council VISTA, Morris Area Community Education and Recreation, Morris Area School District (Elementary and High Schools), University of Minnesota, Morris Center for Small Towns (CST),
5.	Duration time of the initiative:	2013-2014
6.	Source of financing:	Not specified
7.	Description of activities:	This document is the culmination of a year-long research project, which was conceived in December 2012, when a group of stakeholders from Lazos, Morris Area Community Education, and the University

		<p>of Minnesota, Morris met to discuss submitting a proposal for a Minnesota Literacy Council AmeriCorps Volunteer In</p> <p>Service To America (VISTA) position. Our aim was to utilize the skills of a VISTA to more effectively plan, coordinate, and support literacy programming for children whose first language is Spanish and to ensure that children’s first language is not a barrier to educational achievement.</p>
8.	<p>Skills and/or goals:</p>	<p>To share local context and community stakeholder visions for how a truly inclusive intercultural education system should look;</p> <p>To reveal underlying causes of academic achievement differences between Latino students and non-Latino students by exploring the perspectives of students, educators, and parents;</p> <p>To outline opportunities and assets that exist in Morris, MN that are being or could be utilized to meet the goal of an inclusive intercultural education;</p> <p>To present short- and long-term recommendations for the development of new and utilization of existing assets *Although this assessment focuses primarily on Hispanic/Latino students in Morris, recommendations outlined in this report will enhance the way we respond to and anticipate multiculturalism in local education generally. +; and</p> <p>To inform strategic planning that will launch the Morris Intercultural Education Initiative.</p>



9.	Website/E-mail /Other contact info:	https://students.morris.umn.edu/community-engagement/programs-available/morris-intercultural-education-initiative
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5.2. ISOTIS

1.	Country:	HOLLAND
2.	Name of initiative:	ISOTIS
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	ISOTIS is a collaborative project funded by the European Union, that includes 17 partners and 11 countries.
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	Free University Berlin (FUB), Hellenic Open University (EAP), International Step By Step Association (ISSA), Masaryk University (MU), Trinity College Dublin (TCD), University Institute of Lisbon (ISCTE-IUL), University of Amsterdam (UVA), University of Coimbra (UC), University of Milano-Bicocca (UNIMIB), University of Oslo (UIO), University of Oxford (UO), University of Porto (UP), University of South-Eastern Norway (HSN), University of Warsaw (UW), Université Paris-Est Créteil (UPEC), Utrecht University (UU), Wise & Munro
5.	Duration time of the initiative:	January 2017 - December 2019.
6.	Source of financing:	Not specified
7.	Description of activities:	ISOTIS aims to approach the interrelated influences on children's development, by focusing on the multiple environments in which children are embedded.

		The project proposes collaborative online tools and apps for parents, classrooms and professionals involved in the lives of culturally and linguistically diverse families. This collaborative work will support European practice and policy to meet the challenges and advantages of an increasingly diverse, inclusive European society.
8.	Skills and/or goals:	<p>Examine the resources, experiences and perspectives of culturally and linguistically diverse groups in Europe as related to the preschool and primary school system and the local system of support services.</p> <p>Collect research evidence and expert knowledge on best practice in supporting families of culturally and linguistically diverse groups to provide informal education and a safe, healthy, nurturing and stable environment to their children.</p> <p>Develop a set of concrete recommendations and innovative (ICT-based) models for curriculum and pedagogy implementation, professionalization of educators, and governance.</p>
9.	Website/E-mail /Other contact info:	https://www.isotis.org/en/home/

5.3. Intercultural Minecraft Project, Global Experience for Renton Prep Students

1.	Country:	Japan
2.	Name of initiative:	Intercultural Minecraft Project, Global Experience for Renton Prep Students
3.	Location - (big city with over 500 000 citizens, smaller city, village)	Not specified



	- description of the location	
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	Renton Prep Christian School, Ritsumeikan Primary School
5.	Duration time of the initiative:	Not specified
6.	Source of financing:	Not specified
7.	Description of activities:	Creating minecraft worlds to show the locations of Japanese landmarks put into practice Ritsumeikan students' English and block coding skills. Additionally, both schools were able to have Skype calls to discuss the project and share about themselves. The 6th grade class was studying global language, programming language, and language arts. And this project reflects that. Looking at the similarities between global and programming language and how skills for each apply, mirrors the steps to writing an essay. So, this intercultural minecraft project also overlaps with other academic skills of their class
8.	Skills and/or goals:	The goal of this intercultural minecraft project is to give our students an opportunity to have an exchange with students from another country. Also, this project served as a history assignment for both schools.
9.	Website/E-mail /Other contact info:	https://rentonprep.org/intercultural-minecraft-project/

5.4. Gamification in Intercultural Learning

1.	Country:	Finland, Italy, The Netherlands, Northern Ireland, Poland and Romania
2.	Name of initiative:	Gamification in Intercultural Learning
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Not specified
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	Finland: Citizen's Forum (coordinator of the project) Poland: Dom Kultury Kadr Romania: Orizont Cultural T The Netherlands: Hogeschool Rotterdam, School of Social Work Northern Ireland: Training for Women Network Italy: Turin Institute for the Deaf
5.	Duration time of the initiative:	2016–2018
6.	Source of financing:	Spaces for Intercultural Learning is a project funded by the Erasmus+ Programme of the European Union
7.	Description of activities:	As intercultural competences consist not only of knowledge but also skills and attitudes such as empathy and active listening, learning beyond the book is vital. Our mission is to explore how different kinds of arts-based and action-oriented methods can be effectively applied in intercultural settings.

		Arts-based and action-oriented methods are known to foster creative thinking and lessen tension and cultural prejudice between people.
8.	Skills and/or goals:	<p>Skills</p> <p>The skills such as observation, listening, evaluating are necessary to identify and minimize ethnocentrism, as well as to seek out cultural clues and meaning. Analyzing, interpreting, and relating are needed in order to compare and seek out linkages. Critical thinking is also crucial – viewing and interpreting the world from other cultures’ point of view and identifying one’s own.</p> <p>The Spaces for Intercultural Learning project aims at gaining new insights on how intercultural competences can be effectively taught and learned through arts-based and action-oriented methods. As the project proceeds, you will find inspiring examples of projects around Europe, along with specific tools and materials for learning and teaching.</p>
9.	Website/E-mail /Other contact info:	http://www.intercultproject.com/

5.5. Game to EMbrace INtercultural education” – GEM IN

1.	Country:	Italy, Greece, Portugal, Cyprus, France
2.	Name of initiative:	Game to EMbrace INtercultural education” – GEM IN
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Not Specified
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	CESIE (Italy) Symplexis (Greece) PDEDE (Greece) INOVA+ (Portugal) Casa do Professor (Portugal) CARDET (Cyprus) The Grammar School Nicosia (Cyprus) Compass GmbH ALDA (France)
5.	Duration time of the initiative:	Not Specified
6.	Source of financing:	Game to EMbrace INtercultural education” – GEM IN is a project funded by the Erasmus+ Programme of the European Union
7.	Description of activities:	The purpose of the project “Game to EMbrace INtercultural education” – GEM IN is to support intercultural education at school and in non-formal youth environments as vehicle to foster social inclusion, cross-cultural dialogue and active citizenship by promoting European values. At the same time the project intends to provide inputs and policy recommendations for intervention strategies to promote intercultural education and active citizenship through an innovative educational framework. GEM IN aims to disseminate and scale up a selection of good practices developed within a previous project titled GEM in schools, non-formal and youth educational environments, promoting intercultural education as key lever to enhance

		the acquisition of social and civic competences and to promote the ownership of shared values.
8.	Skills and/or goals:	To support intercultural education at school and in non-formal youth environments; To enhance the acquisition of social and civic competences; To promote the ownership of shared values; To promote critical reflection and innovative approaches to discuss about citizenship education under an intercultural perspective
9.	Website/E-mail /Other contact info:	https://gem-in.eu/en/

5.6. TeCoLa: Pedagogical Differentiation through Telecollaboration and Gaming for Intercultural and Content Integrated Language Teaching

1.	Country:	Netherland, Denmark, United Kingdom, Spain, France, Belgium
2.	Name of initiative:	TeCoLa: Pedagogical Differentiation through Telecollaboration and Gaming for Intercultural and Content Integrated Language Teaching
3.	Location - (big city with over 500 000 citizens, smaller city, village) - description of the location	Not specified
4.	Who runs the initiative (a person/parents, an organization, an informal group, etc):	Utrecht University (NE), LINK: Linguistik & Interkulturelle Kommunikation (DE), University of Roehampton (UK), University of Antwerp (BE), University of Valencia (ES), Transit Lingua (FR), and 3DLES (NE)
5.	Duration time of the initiative:	2016-2019

6.	Source of financing:	The TeCoLa project is funded by the European Commission within the Erasmus+ programme.
7.	Description of activities:	The TeCoLa project addresses urgent needs in secondary foreign language education for strengthening and enriching intercultural communicative competence development through the pedagogical integration of virtual exchanges and telecollaboration.
8.	Skills and/or goals:	The consortium aimed to develop, implement and evaluate an innovative and gamified telecollaboration approach for intercultural foreign language learning. Special attention was given to issues of authentication of foreign language learning, pedagogically mediated lingua franca communication, subject integrated language learning, learning diversity, cooperative learning, guided autonomy and scaffolding, learner agency and emancipation.
9.	Website/E-mail /Other contact info:	https://sites.google.com/site/tecolaproject/home-1