

MODULE 2.

Intercultural Values and Competences

Migrants' Integration through Culinary Arts Cooking Cultures

Erasmus + Programme [2019-1-KA204-074418]



symplexis



"This document reflects the views only of the authors, and the European Union cannot be held responsible for any use which may be made of the information contained therein."



Co-funded by the
Erasmus+ Programme
of the European Union



AIMS & OBJECTIVES



The aim of this module is to enhance tutors/trainers of migrants in Culinary Arts the **intercultural skills and competences**, which are needed in today's culinary sector market, in order to be able to “**bridge**” the cultural and communication **gab** that exists between the tutor and his/her trainees and build a relation of mutual trust.



LEARNING OUTCOMES



Upon completion of this module, the learners will be able to:

LOut1: to outline the aspect of intercultural values and competences

LOut2: to better understand the needs of their migrant learners

LOut3: to better communicate with learners with a different cultural background



KEYWORDS

- Intercultural
- Competences
- Values
- Historical Background
- Arabic Terms

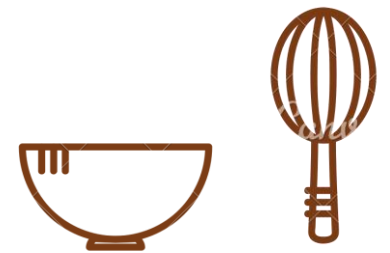




TABLE OF CONTENTS

Unit 1. Introduction

Unit 2. Cultural Values

- 2.1. The definition of Culture
- 2.2. What cultural values exist in Culinary Arts?
- 2.3. The four pillars of education

Unit 3. Intercultural Competences

- 3.1. The Definition of Intercultural Competence
- 3.2. The features of Intercultural Competence
- 3.3. The Tree of Intercultural Competences
- 3.4. Learning principles for the promotion of intercultural competence



Unit 4. Cultural and Historical Background of TCNs

- 4.1. Introduction
- 4.2. Syria
- 4.3. Afghanistan
- 4.4. Pakistan
- 4.5. Egypt

Unit 5. Common Culinary Terms in Arabic

- 5.1. Introduction
- 5.2. Why we choose Arabic?
- 5.3. Glossary



Unit 1

Introduction



Introduction (1/2)



Globalization and other phenomena such as migration huge flows and intense people mobility have brought a wider range of culture into a closer contact than ever before. In this framework, **intercultural societies** are one **basic characteristic** of current social transformation.

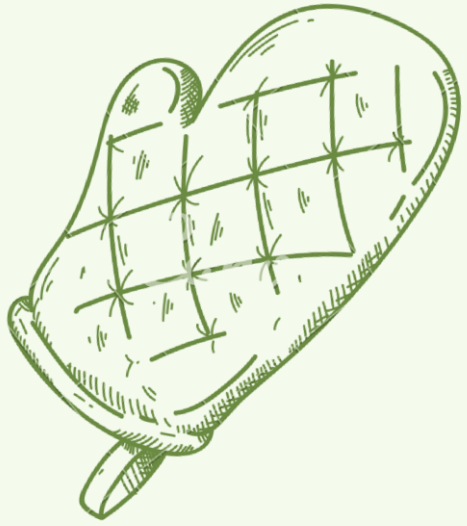


Introduction (2/2)



- New skills such as intercultural competence and communication are like a “**new kind of literacy**” needed from all people around the world. In this framework, there are two subgroups facing difficulties and challenges; on one hand migrants, refugees and Third Country Nationals learners/trainees are facing language and communication barriers and they are at risk of exclusion and from the other hand tutors/trainers have problems as regards the effectiveness of their course.
- Thus, it is important for tutors to promote the understand the enhancement of **intercultural dialogue** and use methods and tools related to intercultural skills.





Unit 2

Cultural Values



2.1.The definition of Culture

The first key concept needs to be defined is culture.

CULTURE is that set of distinctive spiritual, material, intellectual and emotional features of a society or social group, encompassing all the ways of being in that society. It includes art, literature, lifestyles, ways of living together, value systems, traditions, and beliefs.



Each culture is the sum of a practices shared by members of a group distinguishing them from other groups, and so one culture comes into clearest focus when compared to another culture maintaining different practices (UNESCO, 2013).



2.2.What cultural values exist in Culinary Arts?



Culinary Arts includes cultural values as well as cultural aspect in many ways; ingredients, plates, cooking styles, traditions, styles of communication, staff and human resources. Some of the core cultural values can be applicable in food industry are:

- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing justice and equality
- Openness to cultural otherness and world views
- Respect to people with different cultural background
- Civic mindedness



2.3.The 4 pillars of education



- In terms of learning, cultural values can be summarized under the headings of “**the four pillars of education**” as identified by the International Commission on Education for the Twenty-First Century:

The four pillars of education

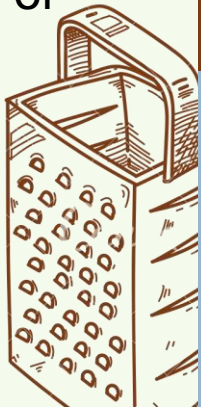


Source: Adapted from UNESCO, 1996.



1. Learning to know:

“combine sufficiently broad general knowledge with the opportunity to work in-depth on a small number of projects”



2. Learning to do:

“acquire occupational skills, the competence to deal with many situations and to work in teams”



3. Learning to live together:

“develop an understanding of other people and an appreciation of interdependence, carry out joint projects, learn to manage conflicts, respect for the values of pluralism and cultural diversity”.

4. Learning to be:

“be able to act with ever greater autonomy, judgement and personal responsibility”

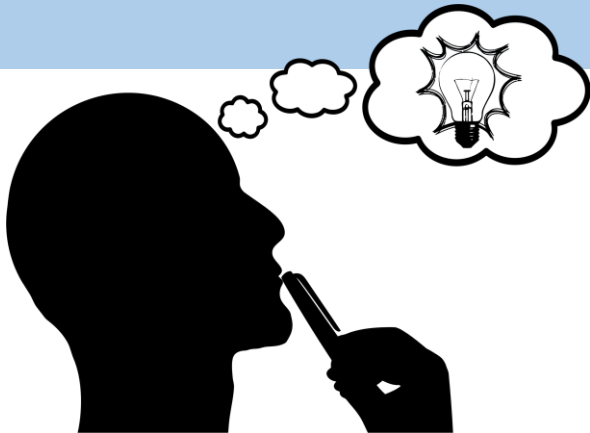
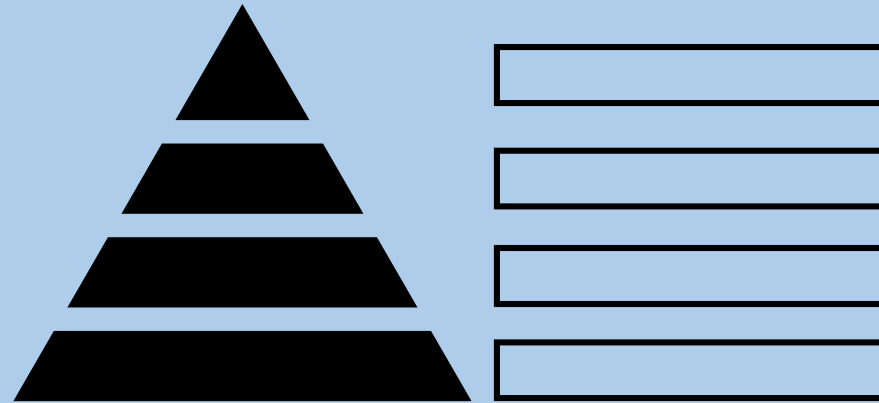


Time for Self-Reflection



In each country there are different value systems, cultural values and behaviors. What are the most important values of your intercultural classroom or of your migrant learners? Use the pyramid that follows in order to conceptualize your migrant learners cultural values system?

What do you observe?



Unit 3

Intercultural Competences



3.1.The Definition of Intercultural Competence



The definition of intercultural competence is: ***“Intercultural competence refers to sufficient specific knowledge about specific cultures, as well as a general knowledge and skills about issues that arise when people from different cultures come into contact with their”.***



3.2.The features of Intercultural Competence



Some of the most important skills for intercultural competence are:

- Intercultural sensitivity
- Tolerance
- Cross-cultural self-efficacy
- Self-awareness
- Cultural knowledge
- Respect
- Openness
- Curiosity and discovery
- Empathy
- Flexibility
- Adaptability
- Emotional Intelligence
- Active listening skills
- Communication
- Critical thinking



3.3. The Tree of Intercultural Competences

UNESCO, in order to show the strong connection of the dimensions of intercultural competence, has visualized them in the **“Tree of Intercultural Competences”**. In this figure, the base (roots of the tree) is **“Culture”** and **“Communication”**, in the trunk are the three basic concepts **“Cultural Diversity”**, **“Intercultural Dialogue”** and **“Human Rights”**, in the branches are placed the **5 basic steps for the acquisition of intercultural competences** (clarifying, teaching, promoting, supporting, enacting) and finally in the tree **leaves** there are **all the skills, knowledge, attitudes and values** that consist the intercultural competence (UNESCO, 2013).



3.4. Learning principles for the promotion of intercultural competence

There are numerous learning principles and teaching practices in order for a tutor promote and cultivate intercultural competences of his/her learners. Here are some examples:



- build upon the **knowledge and experiences of the learners**;
- incorporate their **histories**, their **traditions**, their **value systems** and their further **cultural aspirations**;
- make them **appreciate** their cultural heritage, their cultural identity, language and values;
- make **use of local resources** and ideas;
- collaborate with **cultural institutions**, NGOs, municipalities, etc.;
- organize **study visits** and field trips to monuments and cultural heritage sites;
- create **links** with the **community** they live;
- adapt your teaching material to their **learning needs** and the needs of the market they want to access;
- promote **active participation** in the learning process.

But, why intercultural skills are important for Culinary Arts?



- Intercultural skills are increasingly gaining value in all industries. But why these are important for tutor who work in culinary sector and teaching to migrant learners? Why they should have these skills?
- First of all, nearly every job requires employees to engage with others in some way. Intercultural skills **can raise learners' awareness of the various cultural peculiarities**. They can strengthen **emotions, identity and acceptance in the context of different cultural backgrounds**.
- Since different cultures can often lead to **misunderstandings**, the assurance of these skills will boost the ability of migrants for **acceptance, tolerance and adaptability**. Thus, they make someone more **successful** in the workplace.
- It is important to notice that **Intercultural competence begins with ourselves**. If we are aware of our values and live them, we are in a position to classify each other's actions and reactions better and to react efficiently to them. Intercultural skills are **recipes for success in a globalized world**.
- Another important factor is that only those who understand the clients and guests special cultural characteristics and values can awaken emotions in them and offer them an **unforgettable experience**.





Time for Self-Reflection



In order to better understand your migrant students you need to work on your own intercultural competences. Take some time and think about yourself. The following directions will help you build your own “intercultural profile”. Take a piece of paper and keep some notes!

<p>Family</p> <ol style="list-style-type: none"> 1. Describe what the term “family” means to you. 2. When you talk about your family, whom does that include? 3. Do you put relationships or tasks first? 	<p>Community</p> <ol style="list-style-type: none"> 1. Describe what the term “community” means to you. 2. Were you brought up in a community of people from your ethnic background? 3. Do you now live in a community of people from your ethnic background?
<p>Work</p> <ol style="list-style-type: none"> 1. Why did you choose the work you are doing now or are planning to do? 2. Is this work similar to the work of your parents or grandparents? 3. What do you consider to be rewarding work? 4. What do you value at work? (e.g., independence, money, friendship, etc.) 5. How are you expected to dress for work? 	<p>Customs</p> <ol style="list-style-type: none"> 1. What language do you use with your family, at work, and in your social environment? 2. What occasions and festivals do you celebrate? 3. What foods do you like to eat? 4. Have you always eaten these foods? 5. Does your culture of origin have special forms of address or titles for people who are older, have higher status, or special professions?





Unit 4

Cultural and Historical Background of TCNs



4.1.Introduction



- Cultivating intercultural skills and competences of tutors requires the knowledges about cultural and historical aspect of a nation. In our case, **knowing about the history and culture of the most prominent ethnicities of TCNs** can be essential **for developing positive emotions** (empathy, respect, patience, tolerance, neutrality) toward Third Country Nationals **and facilitate the communication and cooperation between tutors and migrant learners.**
- **We selected to present some of the top countries sending immigrants worldwide (Syria, Afghanistan, Pakistan, Egypt).**



4.1.Syria (1/3)



Syria is a country in the Middle East, that expands between the Euphrates River, the Arabian Desert and the Mediterranean Sea.

Borders Turkey to the North, Iraq to the East, Jordan to the South, Israel and Lebanon to the Southwest, and it is washed by the Mediterranean Sea. Syria, which was under French rule, became independent in 1946.

The capital is Damascus.



4.1.Syria (2/3)

- Since 2011 there has been a civil war.
- The Syrian crisis is still one of the largest and most complex globally. Over 11 million people are still in need of humanitarian assistance inside Syria.
- Large numbers of refugees have cross into the EU after the Syrian crisis. By the end of 2015, an estimated 500,000 Syrian refugees have entered Europe, 80 percent arrived by sea, and most land in Greece.
- About 60.000 is estimated to be in Greece by the end of 2016.
- According to the UN, over 100,000 are dead, half of whom are civilians.
- There are tens of thousands of refugees inside and outside the country. Because of the civil war, the city of Homs is now almost completely destroyed.
- About 290 sites or monuments in Syria have been destroyed by the ongoing civil war as evidenced by satellite photos, according to the UN Institute for Education and Research (UNITAR).
- Syria is facing specific and serious development problems such as: poverty, corruption illiteracy, health care, and terrorism.



4.1.Syria (3/3)



- [Syria](#) is a traditional society with a long cultural history. Essential cultural values are family, religion, education and self-discipline and respect.
- Syrian cuisine is rich and varied in its ingredients and tastes and it consist of Southern Mediterranean, Greek, Asian, Turkish and French dishes. Some of the most popular dishes are: [kibbeh](#), [fatteh](#), [lakhma](#), [hummus](#), [tabbouleh](#), [shish kebab](#), stuffed zucchini/courgette, [yabra](#) (stuffed grape leaves) and [baklava](#).



4.2. Afghanistan (1/4)



Afghanistan, officially the Islamic Republic of Afghanistan, is a country in southern central Asia. It borders to the north with Turkmenistan, Uzbekistan and Tajikistan. The capital of Afghanistan is **Kabul**. It has an area of about 647,500 km² and a population of 37.2 million. There are about 50 ethnicities living in Afghanistan, each with its own language.



4.2. Afghanistan (2/4)

- ✓ The main religion in Afghanistan is Islam, but mostly Afghans are Muslim Sunnis, with the exception of some minorities who are Shiite Muslims.
- ✓ Unemployment in Afghanistan is below 2%. However, 54.5% of the country's population lives below the poverty line, earning \$ 1.90 a day. Poverty and other reasons (see related section on multidimensional poverty) urge Afghans to emigrate.
- ✓ Afghanistan accepts flows of refugees for a variety of reasons, such as environmental factors, poverty, illiteracy, health care, and other issues.



- ✓ The first historical information about the Afghans and Afghanistan is from the 10th - 11th centuries and is provided by the Tajiks, Arabs and Persians. But the earliest historical origins of Afghanistan date back to the 6th century BC. where the Achaemenids, the Greeks, dominated in the region, Alexander the Great passed through his expedition to India.

4.2. Afghanistan (3/4)



- ✓ **Family** is the single most important aspect of life in Afghanistan.
- ✓ Afghan culture is very **collectivistic** and people generally put their family's interests before their own. This means that family responsibilities tend to hold a greater importance than personal needs.
- ✓ **Gender roles** are highly patriarchal and rigidly defined in Afghan culture. The men are viewed as the main income earners, while women are seen as the homemakers.
- ✓ Some of the core concept in Afghan culture are **resilience, independence, loyalty, compassion and hospitality**.
- ✓ Afghan culture is traditionally **agricultural**. Many people are producers or livestock farmers living at a subsistence level.
- ✓ Generally, all Afghans have to **work very hard** to make ends meet (child labour is common from the age of five and involves both genders).



4.2. Afghanistan (4/4)



- Afghan food is largely based upon cereals like [wheat](#), [maize](#), [barley](#) and [rice](#), which are the nation's chief crops.
- Fresh and dried fruits is the most important part of Afghan diet, especially [pomegranates](#), [grapes](#), and its extra-sweet jumbo-size [melons](#).
- Popular Afghan dishes are
 1. Lamb grilled kebab ([seekh kabab](#));
 2. [Palao](#) and salad;
 3. [Tandoori chicken](#); and
 4. [Mantu](#) (dumplings).



4.3.Pakistan (1/4)



The Islamic Republic of Pakistan, is a country in South Asia. It spans over the area where South Asia, Central Asia and the Middle East collide. Pakistan has a 1.046-kilometre coastline along the Arabian Sea and Gulf of Oman in the south and is bordered by India to the east, Afghanistan to the west, Iran to the southwest, and China (Xinjiang Uygur Autonomous Region) in the northeast. Its capital city today is Islamabad.

Approximately 21.4% of the population lives below poverty line, living on just 1.25 \$ per day. Poverty, combined with other reasons (see relative article on multidimensional poverty) lead Pakistani people to immigration.

Pakistan one of the top 10 countries sending immigrants worldwide. 49% of Pakistani people living abroad are located in Middle East countries; Europe follows with a percentage of 28% and the United States with 16%. Pakistani people living abroad contribute to the economic development of the country, as they send back home remittances.

Pakistan also represents one of the main countries of origin of those who seek asylum. Through the submission of a total of 26.332 applications in 44 developed countries, Pakistan was 6th in a row in 2014, according to UNHCR.



4.3.Pakistan (2/4)



- ✓ Pakistan is also a **destination country** since it is receiving big flows of immigrants and refugees There are over 15 major ethnic groups in Pakistan, which differ in physical features, historical bloodlines, customs, dress, food and music.
- ✓ Currently, the country can best be described as a **cultural mosaic**, where conservatism and traditionalism reside side by side with secularism and liberalism. Values vary significantly across the country, and the regions and provinces are quite distinguished from one another.
- ✓ Some of the **core concept** in Pakistan culture are **honour (izzat), patriotism, respect, dignity, adaptability, collectivism, faith and generosity.**
- ✓ Pakistan has a **collectivist culture** in the sense that people are deeply interdependent and loyal to those who are in their inner circle.
- ✓ Social connections are essential to daily life, as citizens have often had to rely on themselves instead of their government for support and opportunities.



4.3.Pakistan (3/4)



- ✓ Pakistan is an Islamic Republic, meaning Islam is the official religion and laws are written to be consistent with its teachings. **The state religion is central to daily life in Pakistan.**
- ✓ The **family** forms the foundation of society in Pakistan and encompasses a wide breadth of relationships. The concept of “**wasta**” – relationship forming – becomes central to the family dynamic. People generally rely on their relatives more than anyone else for financial, social and employment opportunities. Pakistani families are patriarchal and patrilineal.
- ✓ The official number of **languages** actively spoken in Pakistan is between **73 and 76**. Most languages in Pakistan belong to the Indo-Iranian language group, including Urdu, the national language.
- ✓ People of Pakistan are **helpful, friendly, approachable** and **humble** but **gender segregation still exists.**



4.3.Pakistan (4/4)



- Pakistanis love chai a little too much. Chai is everywhere in Pakistan. In fact, Pakistan is the third-largest importer of tea, although some tea is grown locally too.
- Culinary art in Pakistan is mainly a mix of Indian cuisines with influence.
- There are variations of cooking practices across the country, mostly spicy plates.
- Some of the most known dishes are different type of rice like **Biryani, Pulao or Boiled rice with vegetables and meat used with Korma and desserts.**



4.4.Egypt (1/4)



- Egypt, officially known as Arab Republic of Egypt, is a state located in northeastern Africa and partly in the Sinai Peninsula, which forms the passage to Southwest Asia, thus becoming Egypt a transcontinental country and to be considered as a major power in North Africa, the Mediterranean Sea in the Islamic world and the Red Sea. It covers an area of 1,001,450 sq. Km.
- Egypt northeast borders with the Gaza Strip and Israel, in the west with Libya and in south with Sudan. It lies south of the Mediterranean and west of the Red Sea.
- Observing the export profile of Egypt is clear that the biggest portions concern crude oil (16 %) and gold (9.2 %).



4.4.Egypt (2/4)



- Poverty is the number one barrier to a country's development. Indeed, one of the Millennium Development Goals that the UN had adopted is the elimination of poverty (poverty eradication). In particular, poor people in rural areas is measured to 54.6 % of the population while their share in urban areas stands to 9.43 % for the period 2014-2015.



4.4.Egypt (3/4)

Ancient Egypt is one of the oldest and culturally rich civilizations. Egypt records some of the most important achievements in human history. The historical records of ancient Egypt begin with Egypt as a unified state, which occurred sometime around 3150 BC.

Some of the core concept in Egypt culture are honour, loyalty, education, modesty and pride.

The notion of honour (*sharaf*) is a central concept that guides behaviour and significantly influences interactions in Egyptian culture. It is deeply intertwined with people's ideas about their personal dignity (*karama*).



Many traditional values continue to be defining aspects of Egyptian culture; however, these are now accompanied by new ideas and values.

Egypt is quite a homogeneous society, with 99.6% being ethnically Egyptian. Most of the Egyptian population identify as Muslim, with the majority belonging to the Sunni variant. Religion plays a large role in Egyptian society. Islamic principles regarding law, politics and social customs continue to influence Egypt's laws and political interactions

4.4.Egypt (4/4)

As Egypt is generally a collectivist society, the needs of one's family or community typically take precedence over one's personal needs or desires.

Egyptian cuisine consists of local culinary traditions such as [Ful medames](#), [Kushari](#), and [Molokhia](#). It also shares similarities with food found throughout the eastern Mediterranean like [kebab](#) and [falafel](#).



Family is a very important part of life for Egyptian people and a significant component of Egyptian society. The typical household structure is patriarchal, with authority tending to come from the most senior male.



Time for Self-Reflection



Now that you have studied about some of the TCNs nations migrating towards other countries, fill in the following matrix answering the questions...

What do you observe?

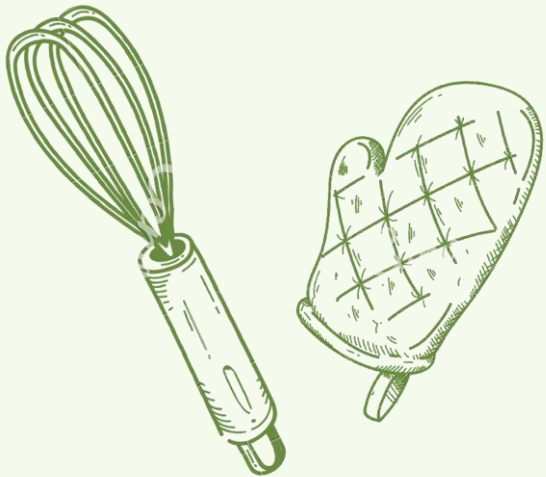
<i>What are the values and characterizes of TCNs you studied before?</i>	<i>What are the values of your students?</i>
<i>What are your values? What is important for you?</i>	<i>What values do you transmit to your learners/students?</i>





Unit 5

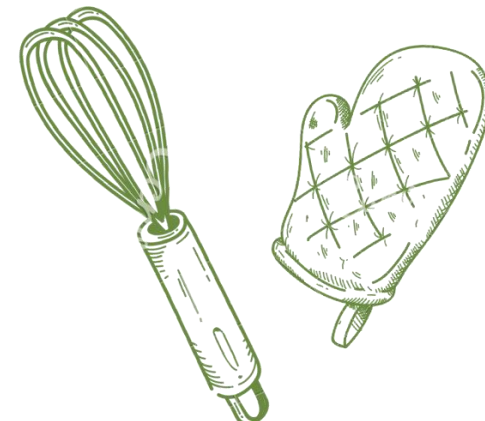
Common Culinary Terms in Arabic



5.1.Introduction



- As stated previously, communication is an essential skill of intercultural competence. Language barriers between tutors and migrant learners is a serious challenge. It became even more challenging in terms of culinary arts glossary and key terminologies that both tutor and learners might ignore.
- In the following table, there some of the basic common terms used in Culinary Arts in English and in Arabic language. In the last, row there is also the pronunciation of the key terms.



5.2. Why we choose Arabic? (1/2)



- Arabic is the **5th most frequently spoken language in the world** and in recent years has been considered as **one of the most important languages in the world**.
- It is the official language of more than **20 countries** and is spoken by more than 300 million people.
- Most Arabic-speaking peoples are concentrated **mainly in the Middle East**, but there are minority groups around the world who speak Arabic as their mother tongue.
- Arabic is also included in the **official languages of the United Nations, UNESCO**, the Arab League, the Organization of the Islamic Conference and the African Union. It belongs to the group of Semitic languages that also includes Hebrew and Amharic, the main language of Ethiopia.
- **Arabic is written from right to left.** The Arabic letters are **28 letters**. It is a language of speech types, i.e. a language based on the root system that is the beginning for the creation of dozens of other words.
- Arabic is **one of the oldest languages in use**, as is the fact that it is the "origin" of many other languages. Arabic is generally considered to be the **key language of modern languages**.



5.2. Why we choose Arabic? (2/2)



- **Arabic has influenced most languages today.** The greatest proof is the development and adoption of **Arabic numerals (0,1,2,3...)** in humanity, not to mention the countless **words** of Arabic origin used worldwide (Algorithm, Algebra, Alcohol, Coffee, Sugar, etc.). Arabic was the international language of the sciences, mathematics, culture and philosophy of the Middle Ages. Its contribution to Western culture as an infrastructure for the further development of science and medicine is enormous.

In which countries is Arabic spoken?

- ***The countries where Arabic is currently spoken as an official language are:*** Palestine, Syria, Lebanon, Jordan, Iraq, Kuwait, Saudi Arabia, Qatar, United Arab Emirates, Yemen, Oman, Bahrain, Egypt, Libya Tunisia, Algeria, Morocco, Mauritania and Somalia. Apart from these countries, important centers for the Arabic language have Islamic (Turkey, Pakistan, Afghanistan, Malaysia, Iran and others) and non-Islamic countries (Canada, Australia, European countries, USA, Japan and Russia), where Arabic language and Arabic culture are taught.
- We should note that migrants and refugees are not only Arabs. However, the most migrants after Migration Crisis of 2015 can speak and understand Arabic since they are coming mainly from the Middle East.



5.3.Glossary (1/3)

English	Arabic	Way they are being pronounced
Bake	خبز	khabaz
Baste	شرح	sharaj
Beat	تغلب	taghalab
Braise	دمس	damas
Broil	شواء	shawa'
Brown	بنى	bunaa
Caramelize	كراميل	karamil
Chop	يقطع	yaqtae
Cream	كريم	karim

5.3.Glossary (2/3)

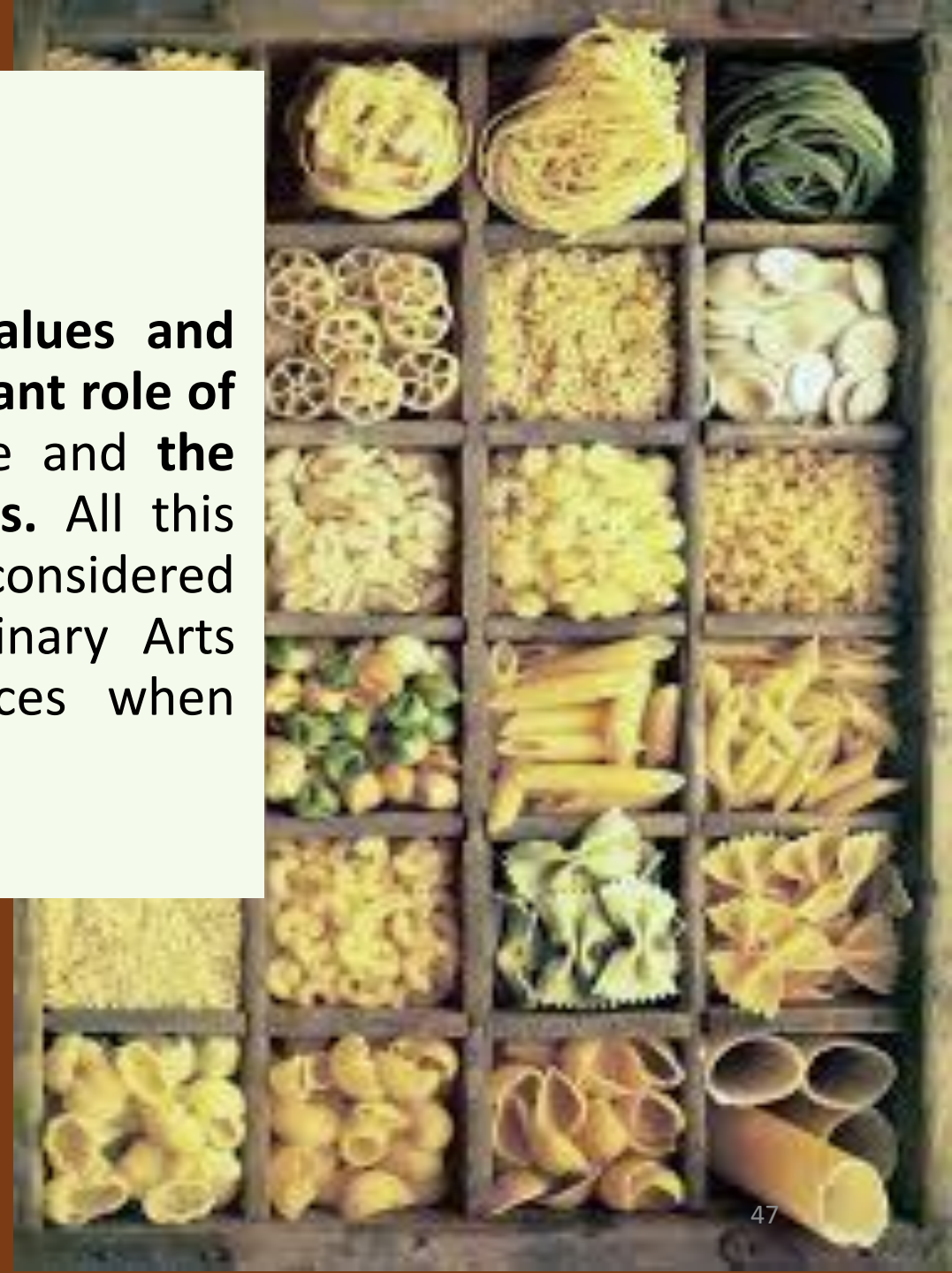
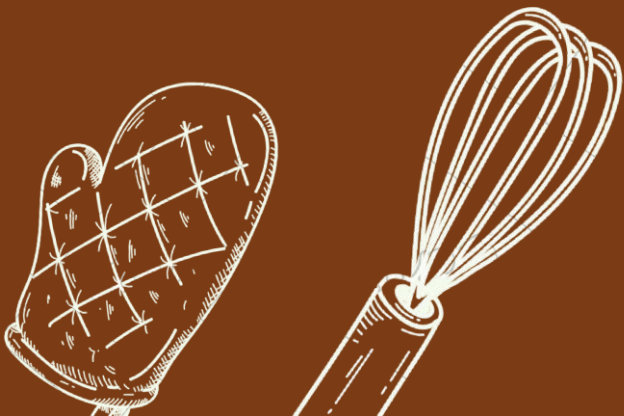
English	Arabic	Way they are being pronounced
Cube	مكعب	mukaeab
Cut in	قطع	qate
Dash	اندفاع	aindifae
Defrost	تذويب	tadhwib
Dice	حجر النرد	hajar alnurd
Dress	فستان	fusatan
Fillet	فيليه	fylih
Grease	شحم	shhm
Grill	شواية	shawaya
Knead	دلك	dalak
Mince	اللحم المفروم	allahm almafrum

5.3.Glossary (3/3)

English	Arabic	Way they are being pronounced
Peel	قشر	qashar
Pinch	قرصة	qarsa
Purée	هريس	hryś
Roast	منال	manal
Saute	مقلي	maqli
Sear	احرق	'ahraq
Slice	شريحة	shariha
Steam	بخار	bukhar
Wash	غسل	ghasil
whisk	خفقت	khufiqat

Synopsis

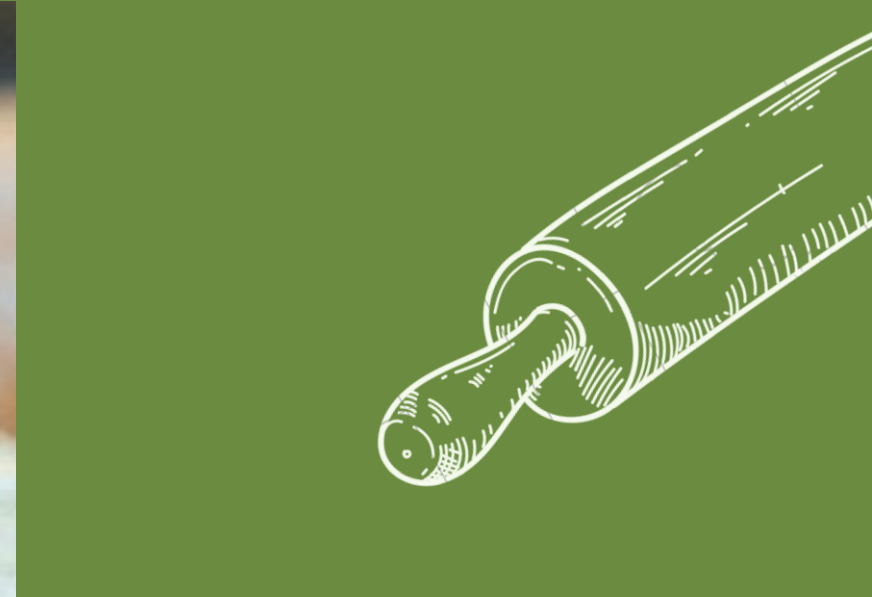
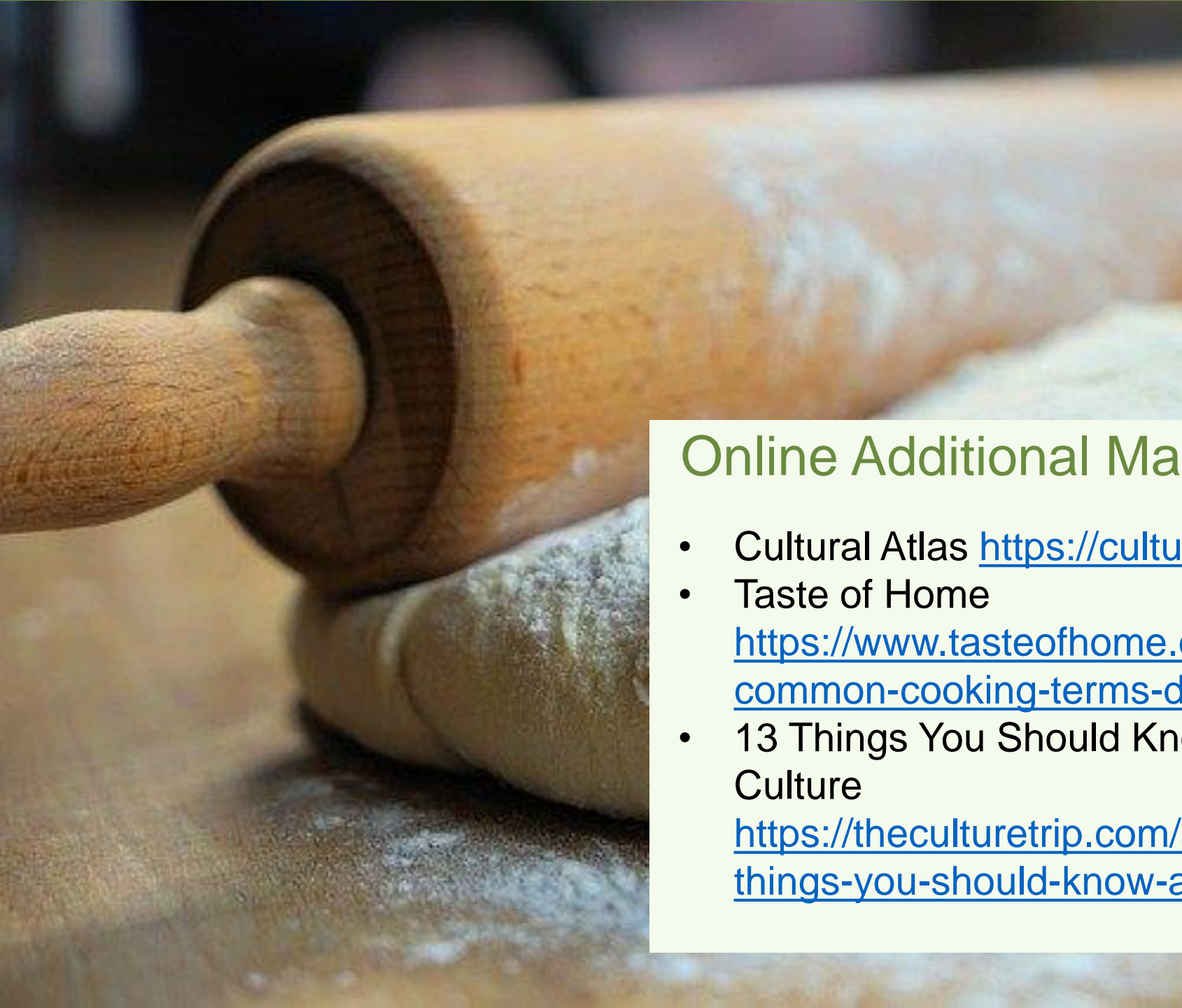
- This presentation was about the **intercultural values and competences** in Culinary Arts, including **the important role of culture**, the **features** of intercultural competence and **the cultural and historical background of some TCNs**. All this information regarding intercultural skills is considered important for tutors and employers in the Culinary Arts sector who want to enhance their competences when teaching migrant learners.





List of References

- UNESCO, L. H. W., & Stenou, K. (2013). *Intercultural Competences: Conceptual and Operational Framework*. Retrieved from <https://bit.ly/2UEkRMp>
- UNESCO (2007). *Guidelines on intercultural education*. Retrieved from <https://bit.ly/2UTLOXZ>
- Deardorff D. K. (2006). “*The Identification and Assessment of Intercultural Competence*”, *Journal of Studies in International Education*, 10(3):241-266.
- Dasli, M. (2019). UNESCO guidelines on intercultural education: a deconstructive reading. *Pedagogy, Culture & Society*, 27(2), 215-232. Retrieved from <http://www.ugr.es/~javera/pdf/DB2.pdf>



Online Additional Materials & Resources

- Cultural Atlas <https://culturalatlas.sbs.com.au/>
- Taste of Home
<https://www.tasteofhome.com/article/the-most-common-cooking-terms-decoded/>
- 13 Things You Should Know About Pakistani Culture
<https://theculturetrip.com/asia/pakistan/articles/13-things-you-should-know-about-pakistani-culture/>



“Funded by the Erasmus+ Programme of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein”





Thank you for your attention!



symplexis



“This document reflects the views only of the authors, and the European Union cannot be held responsible for any use which may be made of the information contained therein.”



Co-funded by the
Erasmus+ Programme
of the European Union

