



CHEER

Cultural Heritage Entrepreneurs

**Erasmus+ Strategic Partnership for Adult Education
CHEER - Cultural heritage entrepreneurs**



O1 Methodology for the identification of competences of unemployed people

June 2019



INTRODUCTION

The aim of the CHEER methodology for the identification of competences is to identify the competences of unemployed people, willing to get involved in social entrepreneurship.

This booklet includes:

- Methodology for the identification of competences of unemployed people;
- Interview grid;
- Instructions for the interviewer;
- Competence Assessment Grid;
- Competence Profile;
- A filled-in Competence Profile.

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BACKGROUND OF THE PROJECT CHEER

The CHEER project aims to tackle long term unemployment and social exclusion of disadvantaged groups with social entrepreneurship through cultural heritage. The project will develop and test methodologies and instruments to support long term unemployed people so that they can exploit the local cultural heritage of their region as the basis for the development of social enterprises, local capacity building and social inclusion.

The objectives of CHEER project are:

1. To develop a methodology for the identification of competences of unemployed people.
2. To develop a training programme with practical activities and tools, aiming at training the participants into social entrepreneurship and at being able to formulate their business ideas.



3. To develop a guide, addressed to adult trainers, so that they will be able to work with unemployed people and support them in exploiting cultural heritage for social entrepreneurship.
4. To develop on-line learning platform with additional on-line learning resources, such as webinars, videos, Information sharing space and social networking space.

The project main target group is adult trainers, business consultants, incubators and social business associations. Final beneficiaries of the project are long-term unemployed people and indirect beneficiaries – local communities.

THE CHEER METHODOLOGY

The objectives of the CHEER methodology and tool for the identification of competences are:

- to **identify the competences** of unemployed people, willing to get involved in social entrepreneurship;
- to **contribute to self-awareness** and **provide motivation** to the unemployed people to use their own strengths to move forward.

What is a competence? Ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development (Cedefop, 2014).

The CHEER methodology and tool for the identification of competences is designed for long term unemployed people (unemployed at least one year), willing to get involved in social entrepreneurship by exploiting the local cultural heritage of their region as the basis for the development of social enterprises. It targets people from poor economic and social background, who have fewer chances to further education, employment and entrepreneurship.

Cultural heritage can be summarized as: tangible culture property (building, books, monuments, works of art, artefacts, landscapes); intangible and digital culture heritage (language and knowledge, folklore, oral history, traditions customs, aesthetic and spiritual beliefs), which are more difficult to preserve in comparison with physical cultural goods; cultural natural heritage (countryside, natural environment, flora and fauna, bio and geo diversity, cultural landscape which is an important part of tourist industry).

Social entrepreneurship combines the ideas of business creation, economic development, and collaboration of people for facing common challenges. Social entrepreneurship pays equal attention to business sustainability, generating employment and promoting development of local communities. It is a form of entrepreneurship that has at the focus the society and individuals rather than business profit. Social entrepreneurship provides not only employment and income, but also self-accomplishment, the sense of belonging to the local community and serving common goals. Each partner country has its own **national framework for social entrepreneurship**.



The methodology is based on an **in-depth semi-structured interview** of the beneficiaries, in which the interviewer analyses the knowledge, skills, interests and experiences of the beneficiaries and record them in a form. The interview is based on an **interview grid with open questions**, enabling the beneficiaries to narrate their stories and reveal their competences in a non-formal environment.

The purpose of semi-structured interview is to reveal potential and specific competencies of long-term unemployed people for the creation and development of business in the field of social entrepreneurship. It is supposed that the main resources for economic activity and unprecedented business opportunities can be local cultural and historical values, traditional crafts, manners and folklore.

The interview is aimed at exploring the competences of the unemployed, revealing their affinity and motivation for entrepreneurship in one of the areas of cultural heritage and their needs for qualitatively new skills and knowledge for the creation of modern and innovative products and services.

The interview can be conducted **individually or in small groups**. The interviewee should bring **an updated resume (CV)** to the interview. If necessary, **pre-interviews** can be arranged to select the target group.

As a final output of the interview, a **Competence Assessment Grid and a personal Competence Profile** is produced for each interviewee, giving an overview of their competences, outlining their particular strengths and showing what they are doing best, what they do well, and where there might be room for improvement.

Five steps to identify the competences of unemployed people, willing to get involved in social entrepreneurship:

1. Contact establishment - presentation of the project to the local agencies, organisations and NGOs providing counselling for unemployed people or providing advice for setting up a business.
2. Initial and introductory counselling – the introduction of interested unemployed people with the project and its training opportunities.
3. Orientation phase - gaining trust of the interviewees, collecting basic information (resume) and discussing the initial business idea or the aim to start a business.
4. Competence assessment – competence assessment based on the interview grid and its annex, production of the Competence Assessment Grid. A personal Competence Profile might be produced at this stage or later, during training.
5. Final meeting – detailed information on the training and counselling opportunities provided by the project.



INTERVIEW GRID

I confirm that I have been unemployed for at least one year. I consent to the use of for my personal data and the content of this questionnaire for the needs and controlling purposes of the Erasmus+ project CHEER-Cultural heritage entrepreneurs, No 2018-1-DE02-KA204-005102.

Name and surname of the interviewee

Signature

Name and surname of the interviewer

A. SELF-EMPLOYMENT AND ENTREPRENEURSHIP

(Describes attitudes, motives and opportunities for social entrepreneurship and starting a business related to cultural heritage)

A1. Are you interested to start social entrepreneurship related to the local cultural heritage? Do you have a business idea related to local cultural heritage? If yes, please describe it shortly.

Social entrepreneurship combines the ideas of business creation, economic development, and collaboration of people for facing common challenges. Social entrepreneurship pays equal attention to business sustainability, generating employment and promoting development of local communities. It is a form of entrepreneurship that has at the focus the society and individuals rather than business profit. Social entrepreneurship provides not only employment and income, but also self-accomplishment, the sense of belonging to the local community and serving common goals.



A2. Do you have experience in the following fields related to local cultural heritage?

Type of activity/product	Yes	No
Local tourism		
Local nature		
Local farming		
Local traditional foods and beverages (wine, beer and other alcoholic or non-alcoholic drinks)		
Local medicine and herbs (plant teas etc.)		
Traditional crafts and arts (e.g. handmade souvenirs)		
Historical artefacts, their historical importance and their role in the development of the place where you live		
Traditional language and knowledge, folklore, oral history, traditions, customs, aesthetic and spiritual beliefs		
Other (please specify) ----- -----		

A3. In which of the cultural heritage areas, in your view, it is possible to start social entrepreneurship?

A4. Your wishes and dreams for work and professional growth that have not yet realized



A5. The reasons and obstacles that hinder the realization of your wishes and dreams for work and professional growth

A6. Have you already been self-employed or had a business? If so, what did you do? Why did you give up self-employment or business?

B. SOCIAL DEMOGRAPHIC CHARACTERISTICS

(Describes the social demographic characteristics of the interviewee)

B1. Your gender

a) Man

b) Woman

B2. Your age

B3. Your place of residence (town, village)

B4. Highest educational level you have completed

a) Basic education and lower

d) Bachelor

b) Secondary education

e) Master

c) Vocational education

e) PhD



B5. Before becoming unemployed you were...

a) Employee

c) Freelancer

b) Entrepreneur

d) Other (*please specify*)

C. EDUCATIONAL LEVEL & PROFESSIONAL COMPETENCIES

(Provides full details of the professional qualities, skills and competences of the interviewee)

C1. Do you have a professional specialization?

a) No

b) Yes (*please describe in detail*)

C2. Do you have a driving licence?

a) No

b) Yes (*please specify the type of licence*)



C3. Please name the most important skills and competences acquired through formal education

(At school, in vocational education institution, in college, in university etc.)

Please write down in chronological order and with the following description structure!

This section can be filled in by analysing an updated resume (CV) and identifying the most important skills and competences.

No.	Date/Duration	Education and training institution	Qualification / diploma/certificate received	Summary of the most important skills/competences acquired (for example, I know ..., I can ..., I am capable ..., I have ...)



C4. Please describe the most important skills and competences acquired through work experience

(Including permanent appointments, part-time appointments, temporary work, internships, summer job, transition, freelancing, etc.).

This section can be filled in by analysing an updated resume (CV) and identifying the most important skills and competences.

No.	Date/Duration	Name of the employer	Position	Description of job/ tasks performed	Summary of the most important skills/ competences acquired (for example, I know ..., I can ..., I am capable ..., I have ...)



C5. Please describe the most important skills and competences acquired through non-formal and informal learning

(Including non-formal and informal learning activities through various non-formal training, volunteering, club membership etc.)

This section can be filled in by analysing an updated resume (CV) and identifying the most important skills and competences.

No	Date/Duration	Type of activity/ organisation providing training	Description of the concrete activities/tasks	Certificates, etc.	Summary of the most important skills/ competences acquired
	October- November 2016	Training in the non-formal course	Self-learning through: - Self-Need Analysis, - Open educational resources etc.	Certificate gained	1. Social and civic competence Skills: ... 2. Learning to learn 3. Skills: ... 4. Sense of initiative and entrepreneurship 5. Skills: ... 6. Digital competence 7. Skills: ...



D. TRAINING NEEDS

This section can be filled in later, after individual consultation or workshops.

D1. Please indicate if you rely on support from:

- a) Members of your family or relatives
- b) Friends, acquaintances, or other local professionals
- c) Community organizations supporting business
- d) Municipal or governmental organizations
- e) Training organizations and institutions
- f) Financial and credit institutions

D2. What additional knowledge and skills you think you need to start your business?

- a) Innovative methods and technologies for producing and creating products
- b) Administrative requirements for entrepreneurship, tax, certificates, licenses and others
- c) Digital business models and digitization of products and services
- d) Management of specific forms of social entrepreneurship
- e) Market research and identification of market potential (locally/internationally)
- f) Other *(please specify)*

D3. What kind of support do you need to organize your business in a modern way, using digital technologies?

- a) Support in connecting local products and services to the global digital market in line with the modern lifestyle of today's consumers
- b) Support in publishing and distributing information, photos and videos about products and services so that they are visible to prospective clients
- c) Support in the organization of advertising campaigns and events through social networks (Facebook, Twitter, Instagram, YouTube etc.)
- e) Other *(please specify)*



INTERVIEW GRID (ANNEX)

To be filled in at home by the interviewee before the interview.

E1. AM I AN ENTREPRENEUR TYPE?

Questions	Yes	No
Do you feel physically and psychologically resilient?		
Do you sleep well even when you are tense?		
Do you know your strengths and weaknesses?		
Are you able to organize yourself well?		
Are you persistent and determined in difficult tasks?		
Do you like to take on responsibility?		
Do you like making decisions?		
Are you a “doer” and like challenge?		
Do you like to deal with operational figures?		
I know that I have to work hard, above average.		
Have you ever gained leadership experience?		
Do you find it easy to make contacts with other people?		
I can rely 100% on my family and friends.		
Are you willing to restrict your private life?		
Have you had the desire to start your own business		
Do you already have a business idea?		



FREE TIME AND DAILY ROUTINE

E2. Please describe the skills and knowledge you have acquired through hobbies and honorary posts

a) Sports (please specify)

b) Tourism and travel (please specify)

c) Cultural heritage (please specify)

d) Contemporary art and culture (please specify)

e) Local nature and environment (please specify)

f) Healthy lifestyle (please specify)

g) Hunting / fishing (please specify)

h) Other (please specify)

E3. Please indicate the skills and knowledge you have acquired in your daily routine and family activities (please provide more than one answer)

a) Cooking

f) Raising children

b) Shopping grocery, household appliances, consumables etc.

g) Doing small home repairs

c) Driving and maintenance of a car

h) Producing home-made foods, beverages (wine, beer, alcoholic beverages)

d) Driving and maintenance of a truck / bus

i) Other (please specify)

e) Breeding domestic animals



COMPUTER LITERACY

(Describes skills to use a computer, smartphone and various software and mobile applications)

E4. Do you have the following IT equipment? How often do you use it?

Type of equipment	Ownership		Frequency of use (hours per day)
a) Desktop computer	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
b) Laptop	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
c) Smartphone	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
d) Tablet	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

E5. How well do you handle the following apps and programs?

App or program	Very good	Good	Sufficient	No knowledge
MS office tools – Word, Excel, Power Point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Search engines – Google, Bing, Yahoo, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Messaging and calling applications – Messenger, WhatsApp, Viber, Skype, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social networks – Facebook, Instagram, Twitter etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
YouTube	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



COMPETENCE ASSESSMENT GRID

To be filled in by the interviewer based on the interview grid and after an individual consultation or workshop.

COMPETENCES FOR STARTING SOCIAL ENTREPRENEURSHIP IN THE FIELD OF CULTURAL HERITAGE	
Competences already available	
Competences, which need to be developed	
Competences, which are not sufficient	



INSTRUCTIONS FOR THE INTERVIEWER

Before the interview

The pre-interview stage may be critical to conducting a high quality interview. Distinctive mark of a good interviewer is that he/she is well prepared for the conversation with the respondent. The better the interviewer is prepared, the more effective the interview will be and the more relevant the questions will be.

It is the responsibility of the interviewer to spend time in advance in order to get acquainted with the cultural heritage of the particular settlement, which will help to conduct the interview and reveal potential and specific competencies of long-term unemployed people for the creation and development of business models in the field of social entrepreneurship.

For the interview, enough time should be spent. By preparing well, the interviewer ensures that the time available focuses on the essence of the questionnaire.

Before you ask questions:

- Select an environment that is discreet. Avoid strong lights or noises and make sure that the interviewee feels comfortable.
- Imagine and explain the purpose of the interview.
- Explain the form of the interview you are conducting and its character.
- Report that the interview will take approximately 1 to 2.5 hours.
- Explain to interviewees how to contact you or other members of the project team if necessary.
- Ask interviewee if he/she have any questions before you start the interview.
- Do not rely on your memory to remember the answers and note the respondent's answers immediately.

Starting the interview

The situation during the interview is new and unfamiliar to most interviewees. Therefore, it is considered a good practice to devote sufficient time to creating a good atmosphere of communication. For this purpose, the interviewer should have a professional attitude and provide the applicant with sufficient information in a meaningful way.

Try to follow the following principles:

1. Establishing and maintaining an atmosphere of trust. The interviewer's goal is to gather accurate and reliable information. The way the interviewer guides the mutual communication during the interview can significantly affect the quality and quantity of the received information.

A good investment is to spend enough time to create a good atmosphere of communication where the respondent feels secure. This allows the interviewee to relax and helps him/her to master the sense of stress, anxiety or mistrust, which in turn encourages him/her to provide more information. In this way, the interviewer also has the opportunity to relax and monitor the respondent. The interviewer is responsible for



creating an atmosphere of trust and confidence, and professional attitude and empathy helps to achieve this goal.

The interview should be seen as a dialogue in which the interviewee speaks most of the time. The verbal and non-verbal communication of the questioner should clearly show the interviewee that he or she is in the focus of attention.

The interviewer should also adapt his/her communication to the needs of the interviewee. In practice, this means using an appropriate language, providing information in a responsive way, capturing signals from non-verbal communication, and taking into account intercultural issues. Delicate reproduction of body language, posture and tempo can contribute to establishing an atmosphere of trust.

2. Ask the interviewee for special needs. At the introductory stage of the interview, the interviewer must make sure that the interviewee can be interviewed, asking if there are any health or other issues that should be considered.

3. Encourage the interviewee to tell you about possible communication difficulties. The interviewer should use a language tailored to the individual and contextual circumstances of the candidate (e.g. age, gender, education, social background, etc.). This is important for achieving a mutual understanding of the situation during the interview.

Conducting the interview

The way the interviewer conducts the interview has a significant impact on the overall quality and quantity of the information he/she has collected. As a leader, he/she should strive to be as objective and clear as possible. The interview should not be influenced by your personal beliefs and opinions. The interviewer should use the appropriate tone during the interview and demonstrate no disrespectful attitude while remaining unbiased and searching for his/her approach and responses to the interviewee's statements. If the interviewer defines the person solely in the context of cultural background, this may make him/her incapable of understanding the personal story of the interviewee.

The interviewer should not assume that everyone understands things in the same way as himself/herself or that his/her understanding is only the right one. In addition, he/she should understand how his/her own cultural origin influences his/her way of interpreting the relevant life situation.

Self-awareness and self-esteem are required to assess their own attitudes, verbal and non-verbal communication, and to decide how they should be corrected. Ignoring this attitude can disturb the atmosphere of openness and confidence in the interview and negatively affect the results of the interview. There are several principles that guarantee quality communication:

- Guide the dialogue. It is the interviewer's responsibility to direct the interviewee so as to arrive at a fully-fledged case of competence and motivation for social entrepreneurship.



- Ask for a free narrative. The purpose of the free narrative is to get the most reliable and accurate information possible by giving the interviewee the opportunity to speak without interruption.
- Encourage the candidate by listening to him/her carefully.

Active listening is important for encouraging the interviewee to tell his/her story in details and in a coordinated way. The interviewer should direct his/her non-verbal and verbal attention to the interviewee and realize how non-verbal signals can be interpreted by the candidate in order to improve communication skills and help avoiding misunderstandings.

The interviewer should be aware that by pronouncing minimal and neutral expressions, such as "Mmm," "I understand," "Well", he/she confirms that he/she is listening during the entire interview. Using such phrases prompts the interviewee to continue talking and contributes to maintaining and expanding the narrative.

Short iterations of part of the interviewer's narrative can contribute to both activating the respondent's memory and maintaining the necessary focus of the interview without interrupting the candidate. In addition, the interviewer can help the interviewee to remember events and details using various memory-boosting techniques.

Some interviewees have difficulty speaking freely. In such cases, the interviewer should try to take a more active role and ask more focused questions, without forgetting that he/she must continue to introduce all the topics and always start a new topic with a closed or open question.

The interviewer should give the interviewee enough time to concentrate and remember by letting him/her retain control over the amount of information. If, during the free narrative, the interviewee deviates from the subject matter, the interviewer should strive to restore the narrative carefully. The interviewer can, for example, use natural breaks in the narrative to see if there is a reason for the interviewee to ask these questions and whether the interviewee considers them important to the topic. The interviewer can then return to one of the topics and invite the candidate to continue from there. The interviewer should be careful not to interfere too early so that he/she can give the interviewee time to find his/her thread in the story.

IN SHORT:

- Ask the questions one by one;
- Try to be as neutral as possible, i.e. do not show strong emotions to responses;
- Encourage replies by nodding your head from time to time, etc.;
- Carefully monitor your behavior during recording of notes and how it can affect the further course of the interview (for example, if you jump to write something, you may seem surprised or very pleased with the answer that may unintentionally affect the following answers.);
- Be aware of the questions that can make respondents react in a defensive way, for example, to feel that they have to justify their response, which may prevent them from answering this and the following questions;



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- Provide a transition between the main topics and sections of the questionnaire, such as "so far we have talked about (a particular topic) and now I would like to move on to (another topic)";
- Do not lose control of the interview. This can happen when respondents turn to another topic, thus spending too much time answering a question and reducing the time for the interview; another possibility is that the interviewee starts asking questions to the interviewer.



COMPETENCE PROFILE

To be filled in by the interviewer after the interview or by the trainer during the training.

First name	Date
Surname	Observer
Date of birth	Vocational area

Skills	Characteristics	Typical indications	++	+	o	-	--	Remarks
Social competences	Team ability	Can work together with others on a task						
		Can integrate into a group						
		Seeks compromises if necessary						
	Communication skills	Can keep eye contact						
		To respect if someone else is talking to						
		Speaks and articulates comprehensibly						
		Signals listening through facial expressions and gestures						
	Intercultural competence	Is aware of differences in different cultures						
		Knows that economic, political and social circumstances influence thinking						
		Can meet other cultures with appreciation						
		Can communicate and work with people from other cultures						
	Empathy skills	Is interested in other people and their topics / situations						
		Can make contacts at any time						
		Can think about the problems of other people						
		Listens to others and pays attention to what and how they communicate something						



Skills	Characteristics	Typical indications	++	+	o	-	--	Remarks
		Keeps enough distance to avoid making the difficulties his/her own						
Personal Skills	Adaptability	Can get involved in changing conditions						
		Copes well with changing situations						
		Responding to new challenges appropriately						
		Can fit well into a new team						
	Dedication Perseverance	Can deal constructively with difficult conditions such as high pressure, resistance, disturbances						
		Can perform well and successfully over longer difficult periods						
	Authenticity	Acts - on the basis of one's own natural behaviour - as a credible and respectable person for the people in their own environment						
		Does not dodge certain situations						
		Does not pretend to others						
		Always tries to be himself/herself						
		Takes into account potential consequences						
	Ability to self reflection	Is able to critically question its own goals and actions						
		Can capture relationships of cause-effect						
		Knows the own strengths and weaknesses						
		Understands constructive criticism as an opportunity for personal development						
	Creativity	Is eager to experiment and ready to go new ways						
Can develop unusual or new ideas and implement them accordingly								
Is imaginative and has phantasy								



Skills	Characteristics	Typical indications	++	+	o	-	--	Remarks
		Likes to try something new						
	Willingness to learn	Is open to new things						
		Learns from your own successes but also failures						
		Has great interest in new developments and information						
		Can acquire new knowledge and skills within a reasonable period of time						
	Goal-oriented action	Sets achievable goals with suitable implementation steps						
		Can develop and agree goals with others						
Don't lost the goals even in difficult situations or changing framework conditions								
Activity and action skills	Analytical skills	Can capture and organize extensive and complex relationships in a short time						
		Can filter out the essentials and present them in a generally understandable way						
	Ability to troubleshooting	Can see what makes a problem to a problem						
		Can recognize the connections between cause and effect						
		Can identify and evaluate the opportunities and risks associated with a problem						
		Can develop suitable solutions and involve stakeholders						
	Willingness to take risks	Is ready to go new and unsecured ways						
		Can judge given situations properly						



Skills	Characteristics	Typical indications	++	+	o	-	--	Remarks
		Is able to collect relevant information and involve professionals in decision-making						
		Compares chances and risks and risks also a failure						
	Time management	Can solve set tasks and goals in the agreed time frame						
		Can develop and maintain timelines for larger projects						
		Can take care of recovering time phases for her/himself						
	Foresighted thinking	Can see future developments as a challenge						
		Can assess future developments through gathered information and its own considerations and act accordingly with foresight						
		Can adapt one's own behaviour to one's own visions of the future						
	Further professional skills		Can be added here					

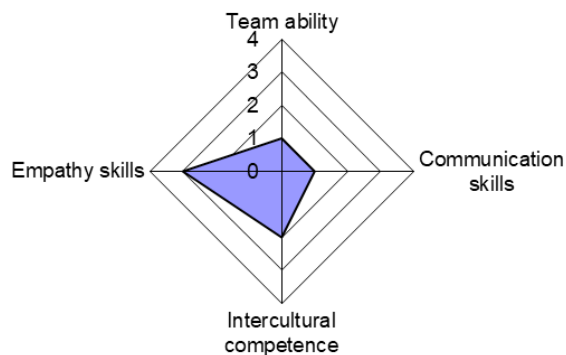


COMPETENCE PROFILE (EXAMPLE)

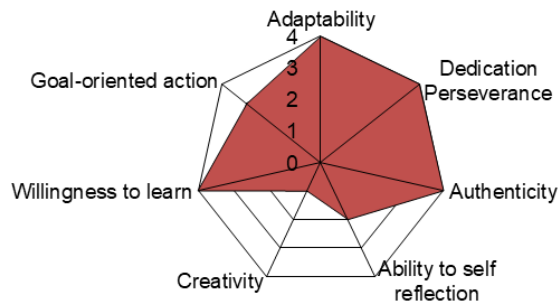
A pre-designed spreadsheet file should be used to create the visualisation of the Competence Profile.

First name	Date
Surname	Observer
Date of birth	Vocational area

Social competences



Personal skills



Activity and action skills

