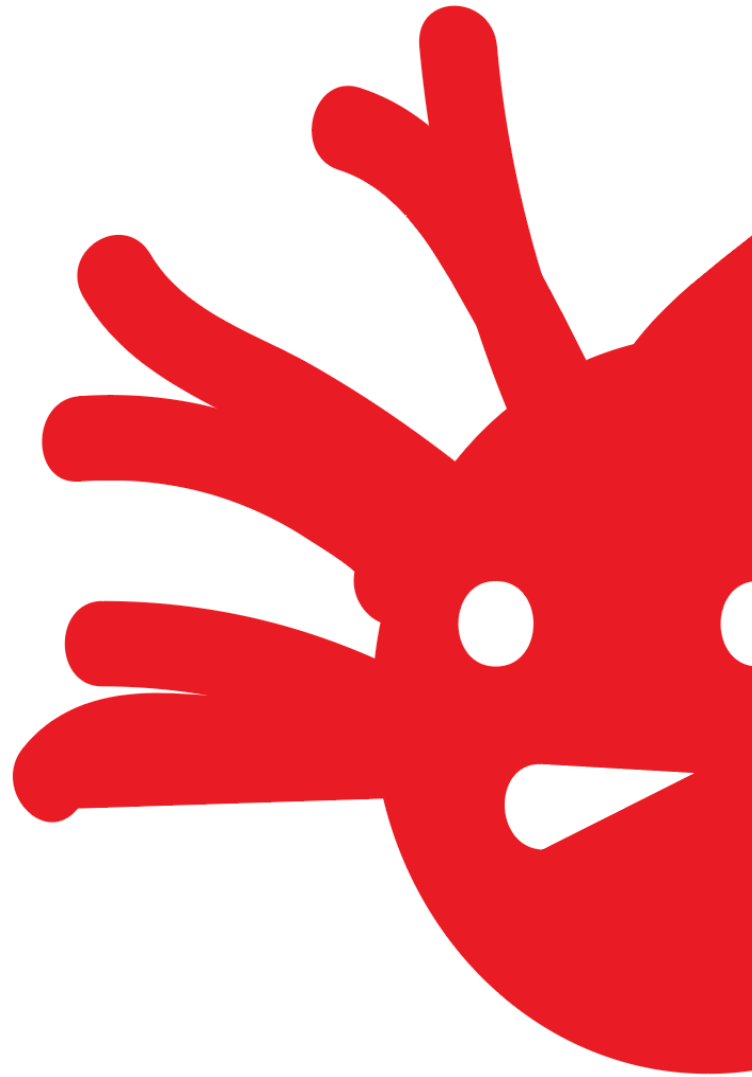


IO1 - Simulation Resources

Tutor Handbook
Jasmine's Story

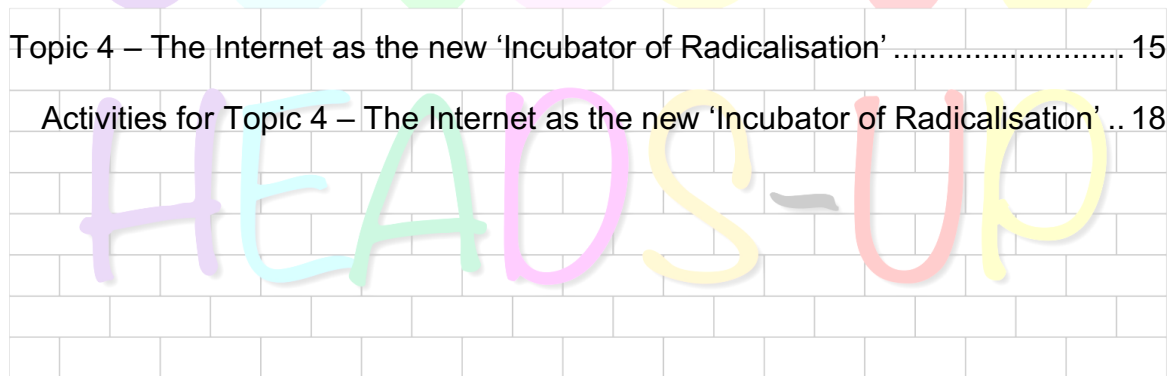


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Introduction to the Tutor Handbook

This Tutor Handbook is designed to act as a guide for tutors using the Simulation Resources – How radicalisation Happens (IO1); developed as part of the HEADS-UP Project. It is a key intellectual output of the HEADS-UP Project: Raising awareness of how radicalisation happens for greater individual safety and country security; funded through the Erasmus+ Programme. HEADS-UP is an innovative project which aims to raise awareness among front-line educators, parents and young people across Europe, of the process involved in radicalisation, and the vulnerability of young people in becoming radicalised through today's ubiquitous online and social media environments.

This Tutor Handbook has been developed by Future in Perspective, as part of the HEADS-UP project, to support tutors working with young people to introduce the topic of radicalisation in classroom sessions with young people. This Tutor Handbook is to be used with the Simulation Video which shows **Jasmine's Story**.

The content of this Tutor Handbook is presented below through a series of topics with related activities. As such, tutors are instructed to review the following topics and activities, and to choose which activities best suit the young learners they work with. It is not necessary for tutors to deliver all of the content in this handbook with their young learners. Each of the activities have been planned as a series of 45-minute sessions, so as to be easily integrated into school and youth education curricula.

Notes for the Tutor

- The theoretical content and activities contained in this Handbook are designed to act as a prompt for your work with young people. As such, the Simulation Video of Jasmine's Story, should only be used as a starting point, and the group-work and discussions should be allowed to develop organically from this video.





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- These activities should be delivered using a flexible approach to introduce the topic of radicalisation to young people through group-work.
- All of the content required to deliver these activities, including the audio-visual simulation video showing Jasmine’s story, are available and downloadable from the HEADS-UP e-learning platform: www.heads-up.online.
- Before each session, ask all young people to ensure that their phones are turned off during the workshop and ask for openness and awareness from all young learners.
- As this may be a difficult topic to broach with young people, remember to try and involve all young people, and to encourage participation and questions.

At the end of each group discussion, it is good practice to summarise the main points and to seek consensus from the group to move on.

Learning Outcomes

On completion of engaging with these simulation resources young people should be able to:

1. Define radicalisation.
2. Give examples of radicalisation.
3. Understand the different triggers to radicalisation.
4. Understand the role of peers in the radicalisation process.
5. Understand how different online environments can be used in radicalisation.
6. List the stages in radicalisation.
7. Define what happens at each stage of the radicalisation process.





Topic 1 – What is Radicalisation

Definitions of radicalisation are manifold. This is largely due to its use in the political arena where definitions are used to motivate policy choices. The term radicalisation has only entered the public vocabulary in recent years and as a result it is often confused with terrorism and other related terms.

Radicalisation is not usually an event; rather it is a process in which individuals are drawn into terrorist-related activity. In many cases this process is related to the search for identity, meaning and community. It is a social process, in which peer relationships are likely to be significant in persuading an individual that terrorism is a legitimate course of action.

At the most basic level radicalisation is the process whereby people become radical. In many definitions ‘radical’ is understood as a particular mind-set. This is often referred to as ‘cognitive radicalisation’. The term cognitive radicalisation is used to describe political ideas that are incompatible with core democratic principles and may refer to various forms of racial or religious supremacy, or ideologies that deny basic rights or democratic principles. Cognitive radicalisation is distinguished from behavioural radicalisation. It refers to (often violent or coercive) actions which result from radical ideas.

A definition put forward by another European project consortium, TERRA (www.terratoolkit.eu), considers ‘radicalisation’ to be:

“An individual or collective (group) process whereby, usually in a situation of political polarisation, normal practices of dialogue, compromise and tolerance between political actors and groups with diverging interests are abandoned by one or both sides in favour of a growing commitment to engage in confrontational tactics of conflict waging. These can include either (i) the use of (nonviolent) pressure and coercion, (ii) various forms of political violence other than terrorism or (iii) acts of violent extremism in the form of terrorism and war crimes.”





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This definition combines a lot of aspects that are more or less partially referred to in other definitions:

- It is an individual process as well as a group process, so psychological and social factors should be taken into account.
- It is characterised by the rejection of the legitimacy of the existing order.
- It can lead to non-violent tactics as well as to violent or terrorist acts.
- It comprises processes of ideological and social isolation from society, and dichotomous world view.

Activities for Topic 1 – What is Radicalisation

Time allotted: 45 minutes

Learning outcomes

On completion of this activity, young learners will be able to:

1. Define radicalisation
2. Give examples of radicalisation

Lesson Plan

Content and Method	Minutes	Materials	Assessment/ Evaluation
<p><u>What is radicalisation?</u></p> <ul style="list-style-type: none"> • each leads a short group discussion to get young learners to reflect on what they think is meant by the term: ‘radicalisation’. • Tutor then creates a ‘mind-map’ on a flipchart or whiteboard with the term ‘radicalisation’ in the middle. • Tutor asks all young learners to list one word that they associate with radicalisation. • For each word that young learners add to the mind-map, 	45	<p>Classroom with tables and chairs for all learners;</p> <p>Pens and note-taking materials for learners;</p> <p>Flipchart or whiteboard and markers for tutor.</p>	<ul style="list-style-type: none"> • Learners will participate in the mind-map activity, give examples of radicalisation and create their own definition of radicalisation.





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<p>the tutor should ask all learners to give an example how why they associate that term with radicalisation.</p> <ul style="list-style-type: none"> • After 25-30 minutes, the tutor asks all young learners to work on their own and to review the words on the mind-map. • Each learner is asked to review the mind-map and to come up with their own definition of radicalisation. • To finish this activities, all young learners are asked to share their definition with the group. • The tutor can provide feedback to all learners on their definitions. 			
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Topic 2 – Triggers to Radicalisation

Trigger factors are concrete events (e.g., incidents, problems, choices) that initiate or further identifiable radicalisation. These factors are different from causal factors, such as experienced deprivation; they are factors related to a person's identity or symbolic or physical threat. Trigger factors may refer to *turning points* or *catalysts*. Events that serve as a turning point put a radicalisation process in motion. Events that serve as a catalyst bring acceleration to the radicalisation process. Trigger factors can thus bring about a change in both the direction and the speed of the radicalisation process.

Trigger factors can occur at different levels: the micro level (the level of the person), the meso level (the level of the group and other direct social connections) and the macro level (the social, national and international levels).

- Trigger factors at **micro level** belong to the private sphere. These factors refer to events that result in a personal crisis that is associated with an increased susceptibility to radicalisation – in this video, Jasmine experienced a personal crisis with the break-up which





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tapped in to underlying issues with low-confidence and self-esteem.

These became the triggers to her radicalisation.

- At **meso-level**, the focus is on group dynamics. Here we find trigger factors that are related to the social environment. One could think of the following events: breaking of social bonds, meeting a radical person, joining a radical group, agreeing to arrange a marriage, involvement in a training camp and confrontation with propaganda as examples of triggers for radicalisation at meso-level. Social bonds are found in schools, sports clubs and the family. Breaking this kind of bond may affect the radicalisation process in various ways. It may lead to a quest for meaning and strengthening of the bond with a radical group. At the beginning of the radicalisation process, a break with the social environment may trigger radicalisation. Such a break can also occur when the person is already a member of a radical group and is encouraged by this group to break bonds with his or her social environment. In the case of religiously inspired radicalisation there may be a break with the old faith, etc.

- The **macro level** refers to triggers at a national and/or international level. At macro level there are typically three triggers to radicalisation, these include: calls to action, perceived attacks on one's group, and government policies aimed at one's group and radicalisation. A call to action may be a trigger factor in the radicalisation process. A general call from a radical organisation may stimulate people in an advanced stage of the radicalisation process to actually join the fight. A call can be considered an exit opportunity by people who previously thought that there was no way out anymore. In addition to calls to action, attacks on one's group are seen as a trigger factor at this level. Extremist groups may refer to such events to recruit new members. They may explain conflicts and military interventions as a proclamation of war against a societal group or religion, which insights others to join their cause. Lastly, the absence of intervention can lead to radicalisation as well. If one group believes that their





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Government should have intervened in a perceived injustice, this can cause radicals to react in violent or extremist ways.

Activities for Topic 2 – Triggers to Radicalisation

Time allotted: 45 minutes

Learning outcomes

On completion of this activity, young learners will be able to:

1. Give examples of radicalisation in their country
2. Understand the role of peers in the radicalisation process
3. Give examples of triggers to radicalisation

Lesson Plan

Content and Method	Minutes	Materials	Assessment/ Evaluation
<u>Simulation Video</u> <ul style="list-style-type: none"> • Tutor introduces this activity by showing Jasmine’s Simulation Video 	<u>5</u>	Projector, screen and laptop; Access to the Simulation Video for Jasmine’s Video.	<ul style="list-style-type: none"> • Learners will engage with the topic of radicalisation by watching Jasmine’s Video.
<u>Radicalisation in my country</u> <ul style="list-style-type: none"> • The tutor leads a short group discussion with young learners to identify: ‘What are examples of radicalisation in my country?’ • The aim of this activity is to encourage young learners to relate to Jasmine’s story and to see how radicalisation can happen to people in their own country. 	<u>10</u>	Classroom with tables and chairs for all learners; Pens and note-taking materials for learners.	<ul style="list-style-type: none"> • Learners will take notes to support their learning.





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<p><u>The Role of Peers in Radicalisation</u></p> <ul style="list-style-type: none"> • The tutor leads a short group discussion on the video, and asks learners to discuss the role that Charlotte played in video? • Learners are prompted to consider Charlotte’s role and to list: <ul style="list-style-type: none"> ○ What did Charlotte do to support Jasmine’s radicalisation? ○ How did Charlotte’s actions lead to her own self-radicalisation? ○ How did Charlotte influence Jasmine? ○ What should Charlotte have done to support her friend after the break-up? 	<p><u>10</u></p>	<p>Classroom with tables and chairs for all learners;</p> <p>Pens and note-taking materials for learners.</p>	<ul style="list-style-type: none"> • Learners will take note of the positive example of Eoin as a peer, to support their learning.
<p><u>Triggers to Radicalisation</u></p> <ul style="list-style-type: none"> • The tutor gives young learners a brief overview of the different trigger factors involved in radicalisation and how these can affect vulnerable adults and young people. • The tutor divides learners into smaller groups for this activity. • Reflecting on Jasmine’s Simulation Video, young learners are asked to identify the triggers to radicalisation in the story. • Learners are then asked to think of young people in general in their country and to make a list of the different trigger factors that could affect them and influence their radicalisation. 	<p><u>20</u></p>	<p>Classroom with tables and chairs for all learners;</p> <p>Pens and note-taking materials for learners.</p>	<ul style="list-style-type: none"> • Learners will take notes to support their learning.





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<ul style="list-style-type: none"> • After 10 minutes, all groups are asked to feed-back to the whole class with their list of trigger factors. • The tutor can provide feedback to each group on their trigger factors. 			
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Topic 3 – The Stages of Radicalisation

Research suggests that there is a two-stage pathway to radicalisation. The first stage encompasses an attitudinal journey, where an individual begins to hold extremist views. The first stage of the journey occurs when a vulnerable state of mind is exposed to a radicalising ideology and draws the individual towards an extremist point of view.

A vulnerable state of mind is thought to be the result of a combination of factors, which can include background issues (e.g. entrenched criminality, troubled family background);

<ul style="list-style-type: none"> • experiences and influences (e.g. friends, family, media), and • unmet psychological needs (for belonging, status and meaning) to create the opening for extremist ideology.
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The second stage focuses on behaviours, where extremist views turn into violent actions. The second stage of radicalisation is the result of a deepening commitment to the extremist cause brought about by one of three factors: either social (where the cost of disengaging from the extremist network is high); emotional (by cutting themselves off from outside influences and deepening their emotional engagement with the terrorist or extremist cause) or experiential (by participating in terrorist-related activity).

Others categorise this vulnerability to extremism as being a balance of vulnerabilities and opportunities, or ‘push’ and ‘pull’ factors.





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Push Factors	Pull Factors
<ul style="list-style-type: none"> • Sense of grievance, injustice • Need for identity, meaning, belonging and/or comradeship • Desire for excitement, challenge, adventure • Need for status, significance • Criminality • Attraction to authoritarian ideologies • Certain mental health problems 	<ul style="list-style-type: none"> • Ideology provides a diagnostic function • Identification with a noble cause, accessing a proxy family, social capital • Access to excitement, challenge, adventure • Empowered by extremist identity • Outlet for criminal capability • Opportunity to be an authoritarian leader or follower • Extremist ideologies can make sense of a confusing world

Other models describe a four stage radicalisation process, however these different stages are included in the two-stage process mentioned above. These four-stage models they place an emphasis on specific moments during the process which are identified as being seminal moments in the radicalisation process. Of those models which present a four stage process, the following is the most common four-stage model:

1. Pre-radicalisation – the individuals’ life before radicalisation
2. Self-identification – the individual starts to become influenced by radicals and to slowly move away from their former identity
3. Indoctrination – the individual comes to identify with radicals on a deeper level – becoming committed to helping or supporting the radical cause
4. Radicalisation – the individual is willing to act on their new beliefs and ideals





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We use the term ‘radicalisation’ to describe the process of an individual engaging with an extremist ideology – a ‘radicaliser’ is therefore someone who influences others to engage in, maintain and deepen their involvement in violent extremist and terrorist activity. A radicaliser’s influence can act as a catalyst to terrorist involvement for many individuals who become terrorists. Whilst radicalisers may be skilled manipulators, often they may also be polite, sociable, likeable and self-disciplined. Such individuals may show a range of positive behaviours and characteristics (like Tariq and his friends in the video), and it is often these positive characteristics that give these individuals their power to influence others.

Activities for Topic 3 – The Stages of Radicalisation

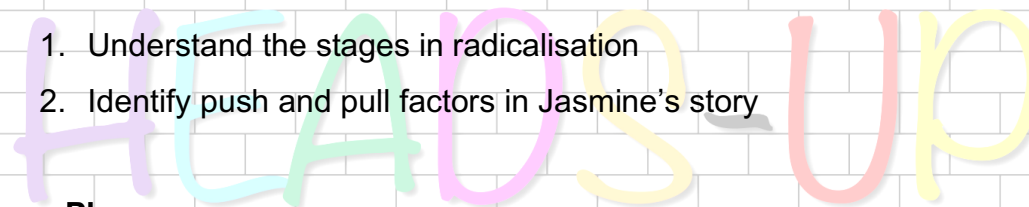
Time allotted: 45 minutes



Learning outcomes

On completion of this activity, young learners will be able to:

1. Understand the stages in radicalisation
2. Identify push and pull factors in Jasmine’s story



Lesson Plan

Content and Method	Minutes	Materials	Assessment/ Evaluation
<u>Simulation Video</u> <ul style="list-style-type: none"> Tutor introduces this activity by showing Jasmine’s Simulation Video 	5	Projector, screen and laptop; Access to the Simulation Video for Jasmine’s Video.	<ul style="list-style-type: none"> Learners will engage with the topic of radicalisation by watching Jasmine’s Video.





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<p><u>Push and Pull Factors in Jasmine’s Story</u></p> <ul style="list-style-type: none"> • The tutor gives learners a brief overview of push and pull factors in radicalisation. • The tutor then divides the young learners into smaller groups. • Learners are asked to draw a box with two columns, one called ‘push factors’ and the second called ‘pull factors’. • Working in their groups, learners are asked to reflect on Jasmine’s video and to identify the key push and pull factors in her story. • After 10 minutes, all groups are asked to share their push and pull factors with the class. This can be facilitated through a whole-group discussion, with the tutor taking note of all of the push and pull factors listed by the groups on a flipchart or whiteboard. 	<p><u>20</u></p>	<p>Classroom with tables and chairs for all learners;</p> <p>Pens and note-taking materials for learners;</p> <p>Flipchart or whiteboard and markers for tutor.</p>	<ul style="list-style-type: none"> • Learners will take note of the different push and pull factors identified by the groups to support their learning.
<p><u>Stages of Radicalisation in Jasmine’s Story</u></p> <ul style="list-style-type: none"> • The tutor gives learners a brief overview of the stages of radicalisation. • The tutor answers any open questions that young learners may have about the radicalisation. • The tutor gives learners a copy of Jasmine’s story in a comic book strip. • Reflecting on the story, and still working in their groups, young learners are asked to identify which stage of radicalisation is being shown in each of the scenes in the comic book. 	<p><u>20</u></p>	<p>Classroom with tables and chairs for all learners;</p> <p>Copies of the comic book for Jasmine’s story printed for all learners;</p> <p>Pens and note-taking materials for learners;</p>	<ul style="list-style-type: none"> • Learners will complete the comic book handout to show which stage of radicalisation each scene is depicting.





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		Flipchart or whiteboard and markers for tutor.	
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Topic 4 – The Internet as the new ‘Incubator of Radicalisation’

The Internet and social media can play an active role in the violent radicalisation process, mainly through the dissemination of information and propaganda, as well as reinforcing the identification and engagement of a (self)-selected audience that is interested in radical and violent messages. In this sense, rather than being initiators or causes of violent behaviours, the Internet and social media specifically can be facilitators of radicalisation. As such, the Internet plays a role in decision-shaping rather than triggering decision-making, and it works through the creation of an environment of like-minded people constituted in opposition to an “Other”.

Exposure to extremist propaganda – both online and offline – is critical to the process of radicalisation. Extremist narratives are effective because of their simplicity, their use of scapegoating, and their emotional appeals to fear, anger, shame and honour. Their messages are crafted to exploit identity issues that many young people may be experiencing. It is upon this scaffolding that their violent and exclusionary ideologies are built. But the manner of transmission is equally vital. Popular extremist propaganda often includes: high production value, the use of fast-paced editing, music and a charismatic narrator, and a call to action. The professional and sophisticated use of social media by ISIL in particular has been a game-changer.

Since February 2010, over 95,000 pieces of terrorist content have been removed from the internet and the companies’ below continue to work with the EU to limit the abuse of their platforms by terrorists and their supporters. However, more content is uploaded all the time and many radicalisers have an established online identity using platforms described below:

- Facebook: ISIS supporters use Facebook to share content, such as news stories and YouTube videos, among their peer groups.





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- **Twitter:** Twitter is another popular social media platform for pro-ISIS accounts and those sharing ISIS propaganda. It is easy to establish an account, stay relatively anonymous and share material with large numbers of people.
- **Instagram:** Instagram is used by fighters and ISIS supporters to share photosets frequently produced by various ISIS media organisations. ISIS supporters also use Instagram to share pictures of their life in Syria, often showing landscapes and images suggesting they are living a full and happy life.
- **YouTube:** YouTube is also used to host videos, both of official ISIS output and videos created by users themselves. Multiple 'dummy' accounts will be set up so that when videos are taken down they can be reposted quickly. Users will post YouTube links across their own social media platforms in order to disseminate material, particularly Twitter and Facebook.
- **Ask.fm:** People considering travel to Syria or Iraq sometimes use Ask.fm to ask British jihadis and female ISIS supporters about travel, living standards, recruitment, fighting and broader ideology. The answers given by ISIS supporters are encouraging, saying all their difficulties will be solved if they travel to the region.
- **Tumblr:** Tumblr, the blogging site, is exploited by fighters to promote longer, theological arguments for travel. Tumblr is popular with female ISIL supporters, who have written blogs addressing the concerns girls have about travelling to the region, such as leaving their families behind and living standards in Syria.
- **Private Messaging:** On social media, ISIS supporters frequently encourage others to message them on closed peer-to-peer networks when asked for sensitive information, such as on how to travel to the region, what to pack and who to contact when they arrive. Popular private messaging apps include WhatsApp, Kik, SureSpot and Viber.

Social media has become an essential and exciting part of how we live. Millions of young people use these platforms daily to share content. Considering





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the way that young people engage with these social online environments, at times living their whole lives through their online profiles, new research shows that the Internet is becoming the ‘new incubator’ of radicalisation. This is due, in part, to how radicalisers use social media to recruit new radical believers, but it is also perpetuated by the algorithms used by social media platforms. For example, once an individual searches for content online, suggestions generated through these algorithms recommend similar content for the user to view next. In this way, people who want to seek this information online can quickly find link after link of material that further fuels their belief in the injustice of certain groups or countries, for example, which further accelerates their radicalisation.

‘Incubators of radicalisation’ represent the environment where young people are susceptible to becoming radicalised. Traditionally, these include religious, social or sports clubs – one example is the role of the Gaelic Athletic Association (GAA) in supporting the growth of the Irish Republican Army (IRA) in Ireland during British rule; in more recent times, we think of Mosques and religious schools linked with *Wahhabism* as being incubators of radical Islamism. Traditionally, these organisations and institutions support young people and adults through the phases of radicalisation, such as through the Self-identification, Indoctrination and Radicalisation phases. However, as the individual progresses through their personal radicalisation process, the internet plays a significant role in supporting and even accelerating the radicalisation process. As such the Internet has replaced the traditional ‘incubators of radicalisation’. We see this in each stage of the radicalisation process as follows:

- Self-identification – the internet serves as the person’s source of information and a venue to meet other radicals online – example in the video: Jas and Charlotte chatting to radicals through chat-rooms
- Indoctrination– this phase comprises self-imposed brainwashing by volunteering to chat with and identify with other radicals in chat-rooms – example in the video: Jas showing empathy for the plight of Tariq and his friends and stating how Tariq needs her to show her support





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- Radicalisation – young people being radicalised use digital platforms to motivate them into action – example in the video: Jas and Charlotte planning their move abroad to join Tariq and his friends.

Activities for Topic 4 – The Internet as the new ‘Incubator of Radicalisation’

Time allotted: 45 minutes

Learning outcomes

On completion of this activity, young learners will be able to:

3. Understand how the Internet is used as an incubator of radicalisation
4. Give examples of how the Internet can accelerate radicalisation

Lesson Plan

Content and Method	Minutes	Materials	Assessment/ Evaluation
<p><u>Simulation Video</u></p> <ul style="list-style-type: none"> • Tutor introduces this activity by showing Jasmine’s Simulation Video 	5	<p>Projector, screen and laptop;</p> <p>Access to the Simulation Video for Jasmine’s Video.</p>	<ul style="list-style-type: none"> • Learners will engage with the topic of radicalisation by watching Jasmine’s Video.
<p><u>Reflection on Jasmine’s Story</u></p> <ul style="list-style-type: none"> • Tutor leads a group discussion to reflect on Jasmine’s story and the role the Internet played in her radicalisation. • Learners are asked to discuss ‘What methods did the radicalisers use to reach out to Jasmine?’ • Tutor takes a note of the main points raised in the group discussion on a flipchart or whiteboard. 	15	<p>Classroom with tables and chairs for all learners;</p> <p>Pens and note-taking materials for learners;</p> <p>Flipchart or whiteboard</p>	<ul style="list-style-type: none"> • Learners will take notes to support their learning.





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<ul style="list-style-type: none"> The tutor talks learners through the different stages of radicalisation and asks learners to give examples from the video of how the Internet was used to accelerate this process. 		and markers for tutor.	
<p><u>The Internet in Radicalisation:</u></p> <ul style="list-style-type: none"> Tutor leads a group discussion on how different social media and online channels can be used in the radicalisation process. Using a flipchart/whiteboard and marker, the tutor draws a grid, and lists different online and social media environments mentioned by young learners in the first column. In the second column, the learners are asked to give examples of how this platform can be used to reach young people and to radicalise them. The tutor takes note of these examples in the second column. In the third column, learners are asked to suggest what type of young person could be susceptible to this type of radicalisation. The tutor takes note of these examples in the third column. In the fourth column, the tutor asks learners to suggest what could be done by the young person to protect them from radicalisers online. The tutor takes note of these examples in the fourth column. 	25	<p>Classroom with tables and chairs for all learners;</p> <p>Pens and note-taking materials for learners;</p> <p>Flipchart or whiteboard and markers for tutor.</p>	<ul style="list-style-type: none"> Learners will copy the grid and all notes in their note-books to support their learning.





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