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# Training Club Magazine

No. 5

2022

## - Bias By Us -

Even the most benevolent people have biases and prejudices towards their community. Based on this observation, a team of three international volunteers from France, Moldova and Spain prepared and presented workshops in several schools, universities and youth centers of Constanța. The goal was to make young people learn and exchange about their own biases.

Using non-formal education and interactive methods, they talked about disinformation, multiculturalism, inequality, bullying, civic duties, ethics, empathy as well as how to develop their critical thinking. But above all, their objective was to increase young people's awareness of tools and tactics to fight the prejudices they may have and the disinformation linked to those subjects.

This project was implemented within the framework of the European Solidarity Corps of the European Union.

This magazine summarizes those workshops, exercises, educational games, debates and advices. Happy reading!



In a nutshell, the idea was to have a positive impact in our community.



**TEAM4Excellence empowers youth community to share common values and responsibilities through experiences with young European citizens.**

**Our vision is to share and to involve the local community. We work with European volunteers and give them the opportunity to become educators and mentors and to train people to share the same values.**

**For Europe and for the world. Over 1000 young people from Constanța and about 100 European youth benefit from our activities every year.**

**Together  
Everyone  
Achieves  
More**

**Together is better!**

## Our team



### **Alexandra**

25 years old volunteer from Galicia, Spain. I am a MA graduate in International Relations from the University of Santiago de Compostela.

After 8 months of volunteering, it was a very rewarding experience to meet lots of amazing people who are putting a lot of passion and energy to fight our same fights.

### **Bianca**

26 years old youth worker from Romania. I was part of the Bias By Us team as a mentor and Romanian language teacher, and I'm a former volunteer myself. Currently, I study Public relations and Intercultural development. It was a pleasure to apply all the knowledge I gained in school in my work with ESC volunteers.



### **Doina**

27 years old volunteer from Moldova. In this project I learned useful practices on how I can contribute effectively in society. At the same time, I was discovering parts of myself through the people I have met and continue to meet. I'm profoundly grateful for this experience!

### **Eleanore**

24 years old volunteer from France. I lived in different countries so I consider myself European! I studied Human Rights and International Politics, so I was excited by the project and to develop useful skills. It was a great experience with its ups and downs, I learnt a lot about myself and met incredible people.



## Local partners



### **Universitatea Maritimă din Constanța**

A state-owned university with 5000+ students, aged 18-30.



### **Liceul Economic "Virgil Madgearu"**

A technical high school from Constanța, focused on economics, with students aged 14-19.



### **Școala nr. 2 "Poet Ovidiu"**

A secondary school from Constanța, founded in 1920, with students aged 10-14.



### **Școala "Ion Borcea"**

A secondary school in Agigea, near Constanța, with students aged 10-14.

### **Centrul de zi, Agigea**

Agigea Day Center provides education and care for disabled children and/or in financial/social difficulty.

## Project partners



Project coordinators. The association TEAM4Excellence (Romania) is an organization from Constanta focused on building a community of young citizens with the cooperation of Europe through European Solidarity Corps and Erasmus+. T4E shares and involves the local community, giving the opportunity to become educators or mentors and to train the future youth to share the same values. T4E operates the brand name TRAININGCLUB.EU.



The Concordia association (France) works with their team of Civic volunteers and European volunteers. Their purpose is to supervise volunteers in a friendly environment. Concordia is a non-profit association born in 1950 after the second World War from a desire of young English, German and French people to revive the values of tolerance and peace through international volunteering.



Solidaridad Sin Fronteras (Spain) contributes to the development, integration and wellness of the most vulnerable groups, promoting tolerance, justice, and social responsibility in cooperation with other organizations and public institutions. SSF works in close cooperation with the Directorate of Social Service and Social Integration of Madrid region, public administration and municipalities, educative centers, public and private organizations & companies.



"MilleniumM" Training and Development Institute (Moldova) is an NGO founded in 2000 that implements programs and projects in the field of personal, organizational, and community development. Its mission is to promote quality non-formal education by encouraging civic initiative and youth work at the local level, by contributing to community development, and transforming the concept of collaboration and partnership into a current practice of associative life in the Republic of Moldova.



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# Multiculturalism and Volunteering in Europe

## PURPOSE

- Educate students on digital literacy and fake news.
- Enhance cultural awareness.

## MATERIALS

- Laptop
- PowerPoint presentation

## TARGET GROUP

12+ years-old

## TIME

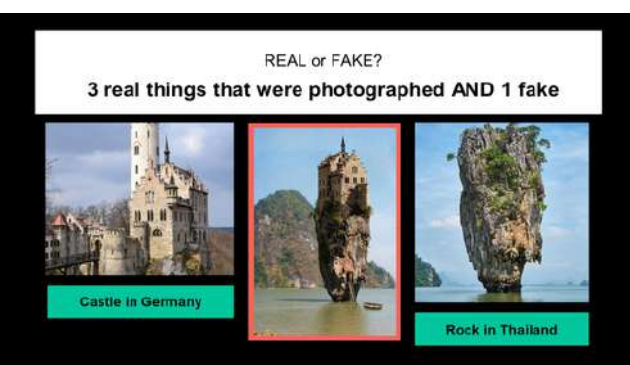
40 minutes

## FACILITATION STEPS

1. We introduce the concept of volunteering and show them what multiculturalism can do for everyone.
2. Students form teams of 4 or 5. The groups have a brief moment to think of a name.
3. Once all the questions have been asked, we give them the answers, and a prize to the winning team.

## DEBRIEFING

1. We take a few minutes to summarise the main ideas of the presentation.



## VOLUNTEERS' VOICE

We prepared a presentation about volunteering and its advantages in relation to the development of multicultural awareness. After that explanation, as a way of fostering student's critical thought, we played a game with cultural and linguistic fun facts, and with real and manipulated photos.

As one of our aims was to expose students to different cultural backgrounds, we gave the presentation in English. When our explanations became too difficult to understand, we translated to Romanian the main ideas.

For the game, students had to work in teams and come up with a joint answer. They enjoyed the teamwork, which made them feel more engaged in the activity. At the end, when we revealed the correct answers to the quiz, they were surprised by how easy it is to manipulate pictures and make them look real.







# Multiculturalism and Volunteering in Europe 2

## PURPOSE

- Raise awareness about the different ways to volunteer and the benefits of doing it.
- Enhance cultural awareness.

## MATERIALS

- Laptop
- PowerPoint presentation
- Videos (with subtitles)

## TARGET GROUP

12+ years-old

## TIME

50 minutes

## FACILITATION STEPS

1. Ice breaker: we ask students questions, if they agree, they have to raise their hand (e.g. "have you ever picked up trash from the beach?"). All of the sentences are examples of volunteerism.
2. We introduce the concept of volunteering and talk about our own experiences.
3. We play (extract of) videos which illustrate multiculturalism and the difficulties to understand other cultures.
4. We ask the children questions about the videos and how they can relate it to their personal experiences.

## DEBRIEFING

1. We ask children what things are normal in their country but can look weird to people from other nationalities.
2. We take a few minutes to summarise the main ideas of the presentation.

## EXAMPLES OF SENTENCES FOR THE RAISING HAND ACTIVITY

- Picked up trash from the beach
- Donated books or clothes
- Helped a classmate with their homework
- Signed an online petition

## MOVIES OR VIDEOS WITH MULTICULTURALISM EXAMPLES

- Lost In Moldova
- Bienvenue chez les Ch'tis
- Qu'est-ce qu'on a fait au bon Dieu ?
- Coco
- Mr Baseball

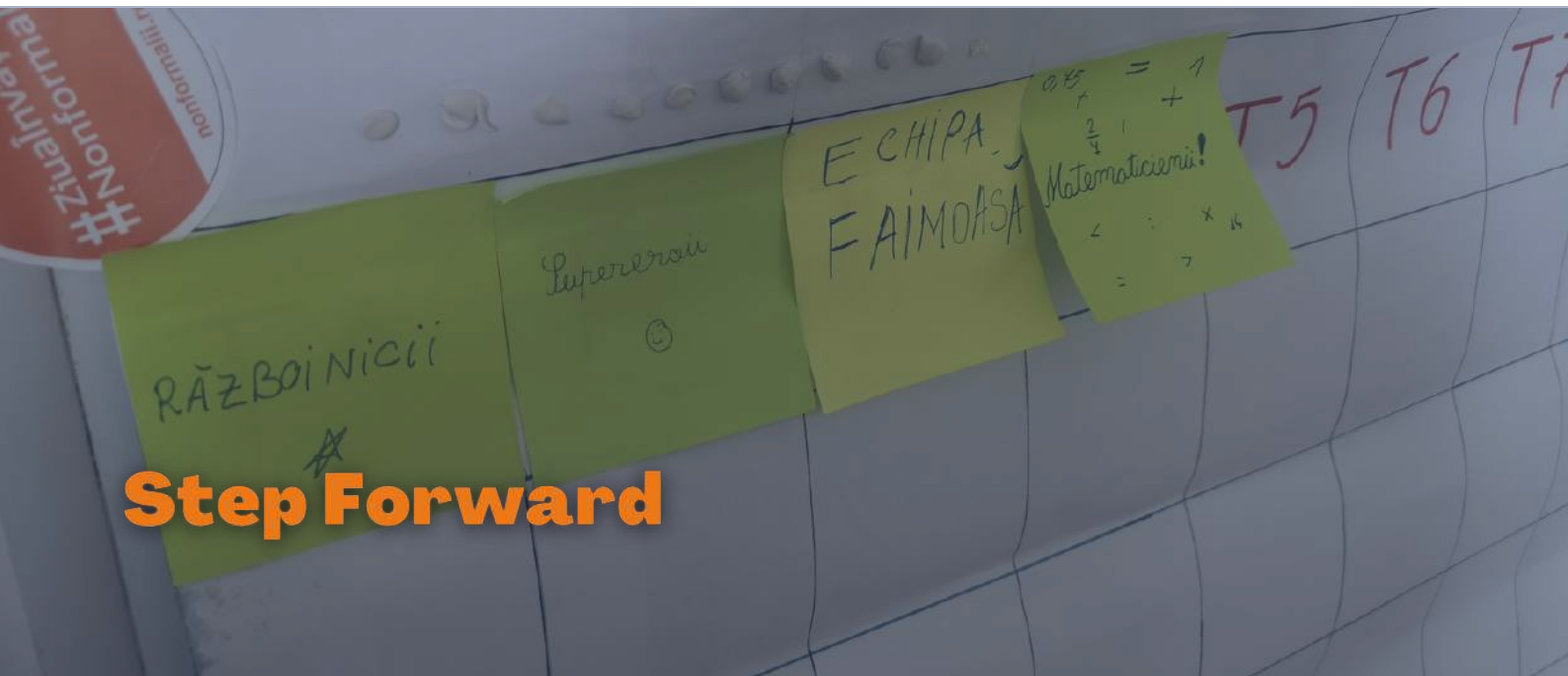
## VOLUNTEERS' VOICE

We talked about our personal experiences of volunteering and the lessons we learned from them.

Then, we showed the children videos showing how it can be difficult to adapt to or understand other cultures. We asked them questions to reflect about the situations they saw. It was sometimes a little difficult to get them to share their opinions, mostly as they seemed shy to speak in English. However, when we started to ask them more personal questions, about their own experiences with cultural differences, they were much more active and engaged with us.

We ended with a brainstorming about what is normal in Romania but might seem weird for other people. This led to some laughs and us volunteers learned new things about Romania!





## PURPOSE

- Foster a reflection and dialogue on inequality.
- Develop critical thinking through discussion.

## MATERIALS

- Character cards
- List of situations

## TARGET GROUP

12+ years-olds

## TIME

40 minutes

## FACILITATION STEPS

IF DONE IN A **SMALL ROOM:**

5. Delegates of teams who think that it applies to their character come to the board and put a post-it note in their character's column.

IF DONE IN A **SMALL ROOM:**

- big piece of paper to draw the table on
- post-it notes

[illegible]

## DEBRIEFING

- Ask participants how they feel about the activity and then talk about the issues raised.
- Explain that the activity shows the inequalities in the enjoyment of their rights.



## EXAMPLES OF CHARACTERS

- You are the daughter of the American ambassador to the country where you are now living.
- You are a retired worker from a factory that makes shoes.
- You are a 24-year-old refugee from Afghanistan.

## EXAMPLES OF STATEMENTS

- You have never encountered any serious financial difficulty.
- You feel your language, religion, and culture are respected in the society where you live.
- You are not afraid of being stopped by the police

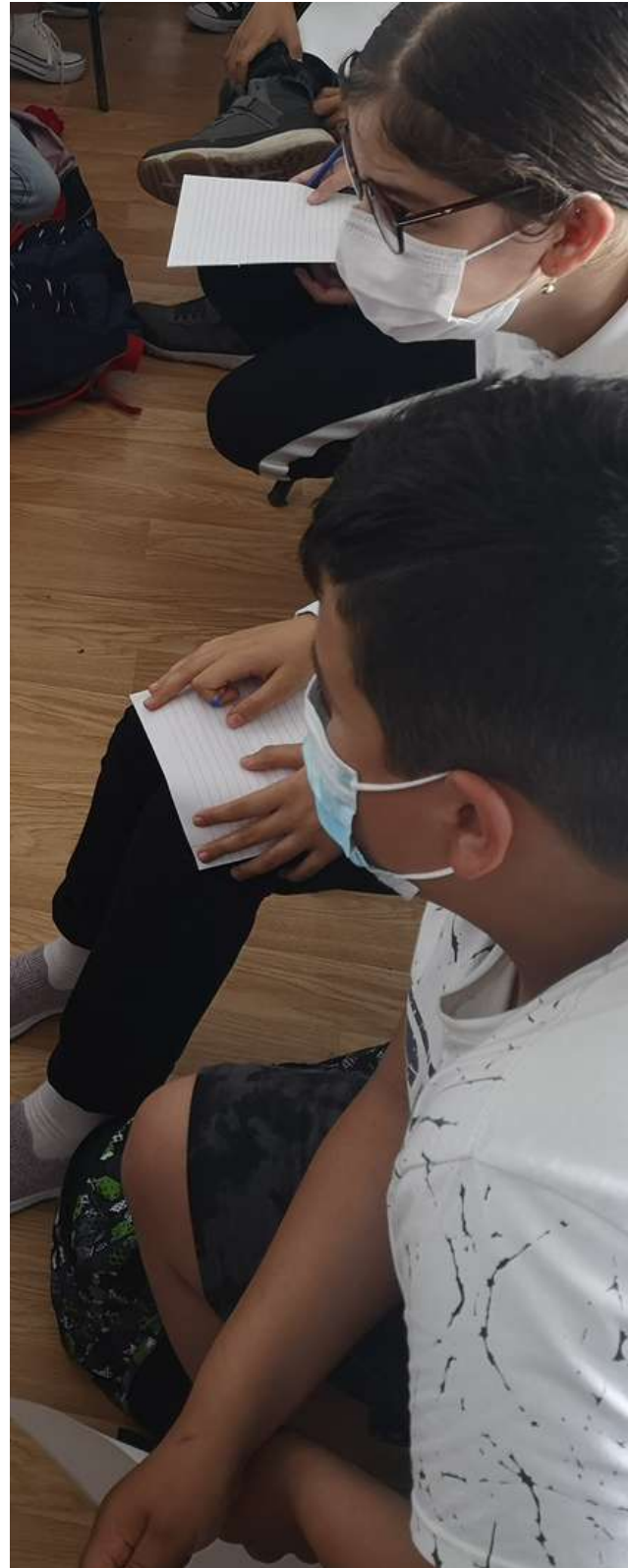
## QUESTIONS TO ASK

- What was your childhood like?
- What is your everyday life now?
- Where do you live?

## VOLUNTEERS' VOICE

Our goal was to raise the students' awareness about the different rights protected by the Convention on Children's Rights and the reality of their enjoyment by children. Not all children can afford a good accommodation with electricity and drinkable water, or even the cost of attending school.

By understanding that these privileges are not universal, the activity can help students identify the gaps in equality. Therefore, it is important for participants to actually see the distance increasing between them as the activity progresses.





## The 50/20/30 Budget Rule

### PURPOSE

- Improve youth's financial literacy competencies.
- Develop critical thinking through discussion.

### MATERIALS

- Chart pies sheets
- Pens

### TARGET GROUP

12+ years-olds

### TIME

40 minutes

### FACILITATION STEPS

1. Students form teams of 4 or 5.
2. They are given a sheet of paper with a chart pie on it. It is divided in 3 parts: 50% for "NEEDS", 30% for "WANT" and 20% for "SAVE". The amount of money they have in total and the amount of money for each category is written on the sheet.
3. Questions are given to help guide them: What do you need to survive? What must you pay every month? What brings you happiness? What brings you energy? What do you like doing? In the future, what would you want to be able to afford?

### DEBRIEFING

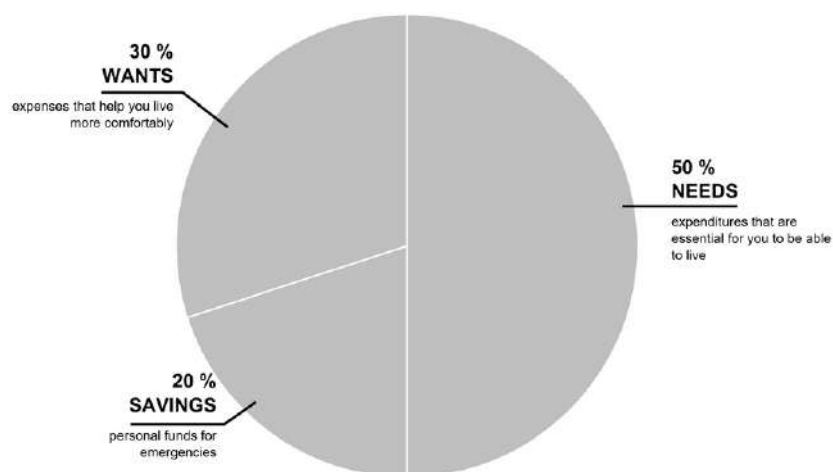
Groups briefly present their budgets to the class. We ask them questions about their choices. Facilitators will also have done the chart pie to start conversation if no student wants to share.



## VOLUNTEERS' VOICE

Our goal was for them to understand that it can be hard to sort out wants and needs, as these categories are very subjective, nevertheless, **saving should always be a priority**. They also learned how to effectively make choices by working in **teams**.

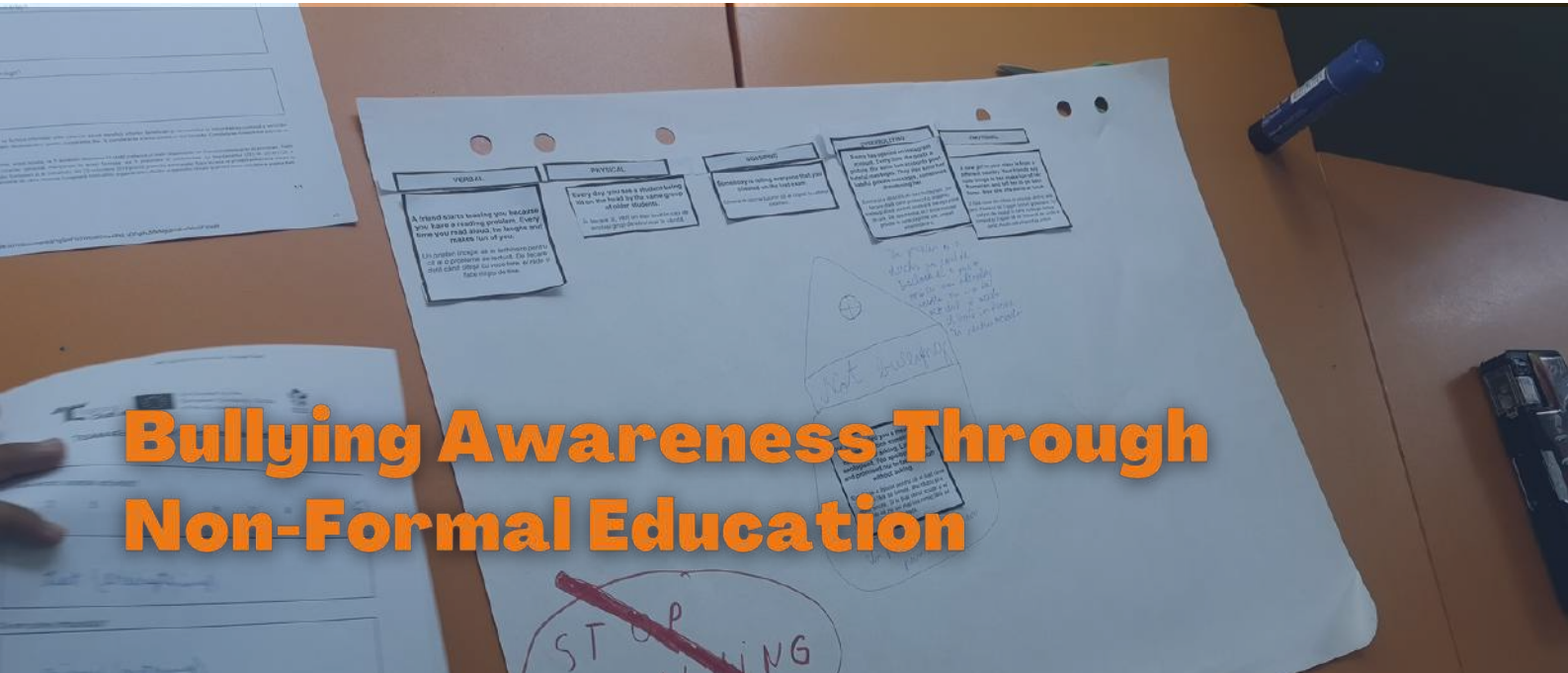
We chose the **50/30/20 budget rule** to show them that they do not need to follow a complicated spending plan in order to save money.



At the same time, having these categories in mind, can help students understand that they can save for emergencies while doing activities that make them happy.

10th grade students showed maturity and responsibility when approaching financial decisions. One group even decided to include “friends” in their list of needs, and others wrote “money for college” and “helping our parents” in their savings category.





# Bullying Awareness Through Non-Formal Education

## PURPOSE

- Raise awareness on bullying.
- Improve students' knowledge on bullying.

## MATERIALS

- List of bullying situations and bullying categories
- Flipcharts, cisors, patafix/glue, pens (colors)

## TARGET GROUP

10+ years-old

## TIME

40 minutes

## FACILITATION STEPS

1. We introduce the concept of bullying.
2. Students form teams of 4 or 5 and are given the list of bullying situations, bullying categories a flipchart sheet, cisors, glue.
3. Students have to match each bullying situation with the correct categorie (one situation is not bullying).
4. Students think of other bullying examples.

## DEBRIEFING

- Explain what each bullying category is while correcting the exercise
- Explain that sometimes, different types of bullying overlap.
- Ask students to share their examples and to react.
- Talk about how to seek help when bullied and how to help a victim of bullying.



## EXAMPLES OF BULLYING SITUATIONS

- Every day, you see a student being hit on the head by the same group of older students.
- A friend starts teasing you because you have a reading problem. Every time you read aloud, he laughs and makes fun of you.
- Emma has opened an Instagram account. Every time she posts a picture, the same two accounts post hateful messages. They also send her hateful private messages, sometimes threatening her.



## CATEGORIES OF BULLYING

- Cyberbullying
- Verbal
- Physical
- Emotional
- Gossiping

## VOLUNTEERS' VOICE

Our goal was to raise awareness about bullying by showing that it can take different forms. We hope that students will be able to more easily recognize such situations in the future and contribute to stopping bullying.

There were disagreements on which category to put some situations in. This showed that bullying does not limit itself to specific boundaries and that it can be interpreted differently by people.

Students were engaged in the activity and came up with different other examples, showing that they were already somewhat aware of the phenomenon.







## Language Café: Disinformation & Social Media

### PURPOSE

- Enhance youth's self-confidence when talking other languages.
- Develop skills that show understanding of other cultures.
- For them to be able to better understand and examine their own media consumption habits.

### MATERIALS

- One sheet of paper per group
- Coloured pencils

### TARGET GROUP

Young people aged 16-28 from Constanța

### TIME

90 minutes

### FACILITATION STEPS

1. As an icebreaker, we show participants real and manipulated news headlines and tell them to stop the fake ones.
2. For the second activity, we gave each group a blank piece of paper for them to brainstorm about the concept of disinformation. We came together with a definition.
3. We later played two truths and one lie to show the participants how easy it is to create false or misleading information.
4. In the end, we prepared some questions for discussion.

### DEBRIEFING

- Explain what disinformation is and how it works.
- Give participants tools on how to be more critical consumers of news and social media: how to distinguish news from opinion, think critically before sharing information.



## EXAMPLES OF QUESTIONS FOR DISCUSSION

- Have you ever fallen for and/or spread false information?
- What media do you consume regularly? (email, twitter, radio, tv shows, etc.)
- A lot of the time we form our perceptions of other people based on preconceived biases. Where do those biases come from?
- Look at this picture of President Donald Trump and Japanese Prime Minister Shinzo Abe above a koi pond. What conclusion do you reach based on the picture?

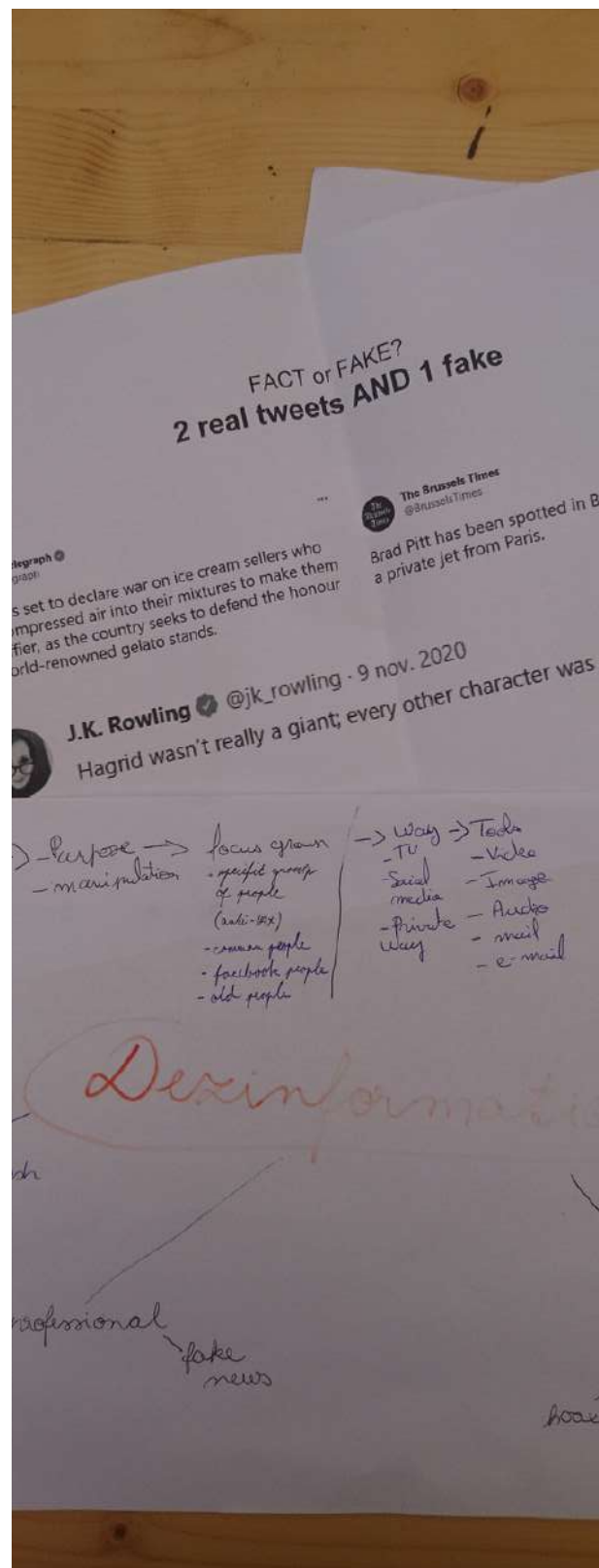


## VOLUNTEERS' VOICE

Hosting a language exchange meeting allowed us to develop our skills in project management and non-formal education methods while giving the youth from Constanța a chance to practice English.

The theme of disinformation was especially engaging for us as it is the topic of our project. We had the chance to plan activities outside of the classroom environment which taught us how to target our games to a different audience.

Reflecting on their digital media environment made participants aware that they have a responsibility when sharing content online.





# Ethics and Empathy Online: Reacting to negative comments online

## PURPOSE

- Develop awareness about the different ways to react to negative comments online
- Develop awareness about positive behaviours online
- Develop empathy of participants

## MATERIALS

- One sheet of paper with negative comments posted online per group
- Pen and paper

## TARGET GROUP

12+ years old

## TIME

45 minutes

## FACILITATION STEPS

1. We explain the concepts of positive online behaviours and strategies to answer to negative comments online.
2. Students form groups of 4-5 and are given a sheet of paper with negative comments that were really posted online.
3. Students have 20 minutes to think about how to answer the negative comments using the different strategies introduced.

## DEBRIEFING

- Groups share their way of answering the negative comments.
- We talk about their own experiences: whether they are active on social media or not, if they receive negative comments and how they react to them.



## EXAMPLES OF STRATEGIES

- Using humour or memes
- Educating the person
- Taking a break from social media

## EXAMPLES OF NEGATIVE COMMENTS

- "It's a good fit... just not on you."
- "Miley Cyrus is a smelly pirate hooker."
- "How are you still obese after a liposuction?"
- "Kill yourself feminists are a waste of air also more games should have girl characters half naked such as "Tomb Raider" etc."

## VOLUNTEERS' VOICE

Young people are spending a lot of their free time online and can easily be victims of negative, or even hateful, messages. It is thus important to help them know how to protect themselves online and how to react to negativity, and how to spread positivity.

All students were much aware of positive and negative behaviours online. They also seemed aware of the importance to take distance from the online world, and that negative comments online do not define who they truly are.

For the activity, they all showed a lot of creativity and had many good ideas.





## Intercultural Evening: Spanish Evening

### PURPOSE

- Develop awareness on the Spanish culture
- Develop tolerance for other cultures and open-mindedness
- Develop creativity of participants
- Help participants meet new people

### MATERIALS

- Food and drinks
- TV, speaker, PowerPoint presentation, music playlist
- Paper, pens, pencils, paint, paint brushes, glass containers

### TARGET GROUP

16+ years old

### TIME

2 hours

### FACILITATION STEPS

1. Ice-breaker. We gave participants a post-it note in which they had to write something funny about them. The papers were then folded, put in a box, and mixed. Participants had to pick a piece at random and find the person who had written in it.
2. Quiz. We created a presentation on Canva with multiple-choice questions about Spanish history, art, and politics.
3. Food
4. Art activity. Participants could choose between painting in paper or glass. For those who chose paper, the theme was "Spain".

### DEBRIEFING

- We encouraged participants to discuss their knowledge of Spain based on the quiz questions and their answers.

## EXAMPLES OF QUESTIONS FOR THE QUIZZ

- How many official languages does Spain have?
- Who painted the Guernica?
- Who designed La Sagrada Familia Cathedral in Barcelona?

Who designed **La Sagrada Familia Cathedral**  
in Barcelona?



Antoni  
Gaudí

Santiago  
Calatrava

Antonio  
Banderas

## VOLUNTEERS' VOICE

We hosted the Spanish Evening in collaboration with Open Doors, a community center which organizes art therapy activities in Constanta.

We started with an energizer to help everyone get acquainted with each other and break the ice. Many people came in groups, so the goal was to break those and have people mingle more to create a friendly atmosphere between everyone.

We then held a quiz, which allowed people to learn more about Spanish culture. There was a nice competitive spirit that still kept friendliness. The winner even shared some of the chocolate he won!

With the help of Andreea, director of Open Doors, and Tania, a European volunteer in Constanta, we offered an art session where participants were invited to draw on paper or on glass. Everyone let their creativity speak and we discovered some nice artists.





## Debate Evening

### PURPOSE

- To raise awareness about biases and prejudices that fuel division.
- To empower participants to use dialogue as a tool to improve their civic engagement and conflict-resolution skills.

### MATERIALS

- Projector and countdown clock
- Paper and pens

### TARGET GROUP

Youth between 16-30

### TIME

2 hours

### FACILITATION STEPS

1. The first debate served as an ice breaker. In small groups, people have to discuss a certain topic. The question to guide them is: "Is social media responsible for the content on their platforms?"
2. In between rounds we gave participants 5-min breaks.
3. For the 2nd debate, participants have to choose a side and defend their group's position. The question was: "Should content creators and public personas be allowed to complain if they receive hate messages as they are exposing themselves to criticism when they post content?"
4. For the 3rd debate, the participant's position on the topic is fixed, we give it to them and they have to defend that position even if they are against it. The question is: "Should people who post hateful content or fake news on social media be banned from the platforms?"

### DEBRIEFING

- We encouraged participants to put in common their views on social media.





## VOLUNTEERS' VOICE

We tried to find answers to questions such as "should social media ban controversial content or false information?", "Should we protect freedom of speech, or should we suspend certain accounts that share extreme political views?", "Where do we draw the line?"

On many occasions, the conversation usually shifted towards trying to find solutions or a deep reason behind the behaviour of social media platforms. In the end, the answers were never a simple yes or no to the questions, and that was exactly our aim. We just wanted to spark a conversation about the extent to which social media companies can restrict or allow the information published on their platforms.

### Should people who post hateful content or fake news on social media be banned from the platforms?



Twitter permanently suspended ex-president Donald Trump's account in response to the January 6 Capitol riot. Trump was also banned from Facebook and YouTube over similar concerns that he would provoke violence.

Do social media companies have the right to ban certain opinions and, if they do so, are they censoring the government?



## Tortuous news

### PURPOSE

- To raise awareness about how disinformation can develop on social media
- To raise awareness about the different understandings that exist about a same fact

### MATERIALS

- Papers and pens

### TARGET GROUP

Any age

### TIME

15 minutes

### FACILITATION STEPS

1. Participants are in groups of 5.
2. Each participant is given a stack of 5 numbered pieces of paper
3. On paper 1, participants write a sentence related to a news they recently read or heard about. Then, they give their full stack of paper to the person on their right.
4. Participants read the sentence written on the newly received stack of paper. They have one minute to draw the sentence on paper 2. Once the minute is over, they give the stack of paper to the person on their right.
5. They have one minute to look at the drawing and write a sentence describing the drawing on paper 3. They then give the stack of paper to the person on their right.
6. This goes on until the stacks of paper come back to their original owner.

### DEBRIEFING

- Participants can look at how their information got understood by others and how it got distorted. They can discuss it together. This activity shows that something can be understood differently by people and when people share information, they can't control how it will be understood and re-shared, and this can explain why misinformation arises.

## VOLUNTEERS' VOICE

This is a game that we like to play with our friends as it is easy, doesn't require a lot of material, and it can get very funny. The time limitation for drawing makes it challenging and contributes to the distortion of the first sentence.

During the activity, people chose pieces of news that were very recent, sometimes controversial. The end result was often much less dramatic!

All participants had fun, and this helped to create a sense of community within the groups while showing how disinformation can be created because of different understandings and representations of words and drawings.







## Agree/Disagree: Digital Edition

### PURPOSE

- To raise awareness about good practices to stay safe online
- To lead to reflexion and exchanges of views about current themes

### MATERIALS

- Papers or sticky notes of two different colors

### TARGET GROUP

Any age

### TIME

40 minutes

### FACILITATION STEPS

1. Participants receive two papers of different colors: one is "agree" and the other "disagree".
2. Organizers read statements about social media, online safety and disinformation.
3. If participants agree, they raise the agree paper. If they disagree, they raise the disagree paper.

### DEBRIEFING

- All participants are encouraged to debate with the others, mostly with those who have opposite beliefs.
- Organizers give tips to participants about good practices to stay safe and respectful online.



## EXAMPLES OF STATEMENTS

- I trust that my personal information are safe online.
- Social media platforms should be held accountable for the content their users post.
- I think it is okay for teachers and students to interact on social media.
- I believe education can benefit from digital technologies.
- Social media connect people.
- I am able to keep up with the development of technology.
- I know how to choose a strong password.

## VOLUNTEERS' VOICE

We had participants from various ages and background. We were expecting to see many disagreements on statements, but for the majority of them, 90% of participants agreed.

However, this still led to interesting debates, notably about whether social media should hold responsibility for the content on their platform or whether social media connect people or not.



## Case Study: Disinformation

### PURPOSE

- To raise awareness about good practices to stay safe online
- To provide a thorough understanding of the role each person can play against disinformation

### MATERIALS

- Case study
- Flipchart papers and pens

### TARGET GROUP

18 +

### TIME

40 minutes

### FACILITATION STEPS

1. Participants are in 5 groups. They are given a scenario related to disinformation. Each group is attributed a persona (student, teacher, parent, media, government).
2. Participants think about the topic by themselves for a few minutes.
3. In groups, they have 20 minutes to think about short and long-term causes and consequences of the problem stated in the scenario based on the persona given to them, what they can do (on the short and long term), how they can do it and who can help them. They write or draw on the flip chart given to them.

### DEBRIEFING

- Each group has about 2 minutes to share its solutions with the other groups.
- Organizers put the emphasis on the importance of cooperation between different actors.



## VOLUNTEERS' VOICE

We had participants from various ages and background. We tried to have groups with people with different backgrounds to help them think with different point of views. Each group encountered difficulties finding answers for different questions.

This activity allowed for the emergence of different good practices when it comes to online security. Different groups sometimes had similar answers, showing that it is important to work together in order to have the most positive impact. It also showed the diversity of solutions that exist and that everyone can take action to some extent.





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