

Integrating AI in Cross-Cultural Questionnaire Design on Parents' Perceptions of Children's Risky Play

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Introduction



Yet **adults differ greatly** in how acceptable they consider these forms of play.

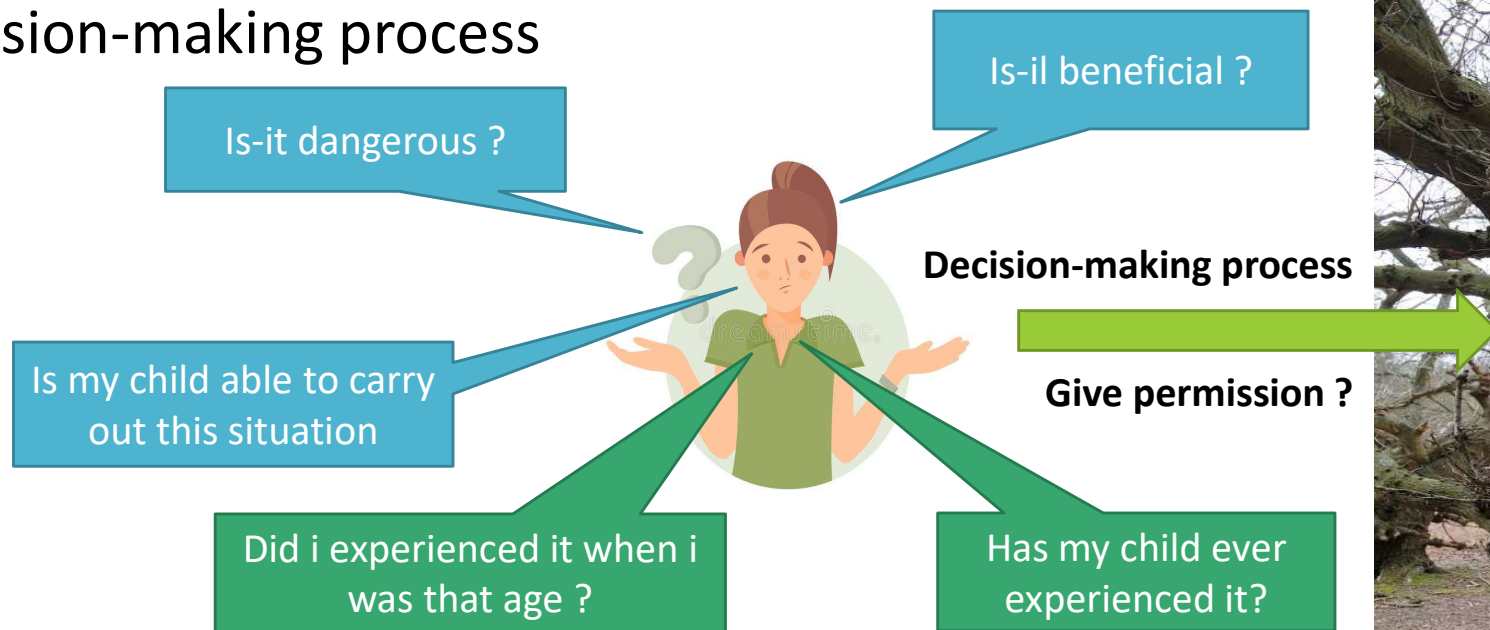
Concept of photo-based questionnaire

Article

Parental Assessment of Benefits and of Dangers Determines Children's Permission to Play Outdoors

Boris Jidovtseff ^{1,*}, Florence Pirard ², Anne Martin ³, Paul McCrorie ³, Andora Vidal ^{1,4} and Elodie Pools ²

- ✓ Measuring adult's perceptions on outdoor risky play
- ✓ Decision-making process



- ✓ Online survey=>easy to use
- ✓ Respondants all refers to identical situation, even if never experienced
- ✓ Identical scales for main questions



Concept of photo-based questionnaire

Article

Parental Assessment of Benefits and of Dangers Determines Children's Permission to Play Outdoors

Boris Jidovtseff ^{1,*}, Florence Pirard ², Ar

Children aged from 1,5 to 6yo



10 situations

Etude ONE : Jidovtseff et al, 2022

1. Climbing on a rock*	2. Riding a balance bike*	3. Sawing a piece of wood*	4. Playing near a pond*	5. swordplaying with wooden sticks*
				
6. Playing freely in a wood*	7. Playing under the rain	8. Petting a dog	9. Eating berries	10. Running barefoot on grass
				

Questionnaire need to be adapted to the targeted population

Attitude may differ from a country to another

Contemporary Issues in Early Childhood
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**Contemporary Issues in
 EARLY CHILDHOOD**

**Early Childhood Teachers' Beliefs about
 Children's Risky Play in Australia and Norway**

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ABSTRACT Positive risk-taking in the context of outdoor physical play is important for fostering children's optimal health and development. Despite this, there is mounting concern that many developmentally beneficial activities are now seen as dangerous and something to be avoided. However, perceptions of risk are very much subject to cultural interpretation, and the growing risk aversion evident in some developed Western societies, such as Australia, the United Kingdom and the United States of America, is less apparent in other developed countries, notably some of the European and Scandinavian countries. To explore some of these cultural differences, early childhood practitioners from Australia and Norway were interviewed regarding their provision of outdoor play experiences for children and their attitudes towards risk-taking in play. Practitioners from both countries recognised the importance of risky play for children's development and well-being. However, differences in the extent to which children's risky play was supported were evident. Factors associated with the quality of the outdoor environment, regulatory requirements, and a litigious environment were identified as constraining teaching practice for the Australian practitioners. The findings have implications for the development of policy that supports teachers' pedagogical decision making in providing developmentally challenging play environments for children.

Child Care in Practice

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**Barriers for Outdoor Play in Early Childhood
 Education and Care (ECEC) Institutions: Perception
 of Risk in Children's Play among European Parents
 and ECEC Practitioners**

Ellen Beate Hansen Sandseter, Rita Cordovil, Trond Løge Hagen & Frederico
 Lopes

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<https://doi.org/10.1007/s13158-021-00313-8>

ORIGINAL ARTICLE

**Perceptions of Risky Play among Kindergarten Teachers
 in Norway and China**

Junjie Liu¹ · Åsta Birkeland²

Accepted: 19 December 2021 / Published online: 23 January 2022
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Abstract
 Risky play provides multiple benefits for children's development. This study compared teachers' perceptions of risky play in one kindergarten in Norway and one in China, including the concept of risky play, the roles of teachers, the protective strategies adopted, and the factors limiting the practice of risky play. The aim of the article is to identify how teachers perceive risky play in different cultures and broaden our knowledge of what risky play is. The research question is: How do teachers from different cultures perceive different aspects of risky play? The study employs a risk "thermostat" model (Adams, 2001), drawing on teachers' perceptions of individual propensity to risks, perceived danger, potential rewards, and accidents in children's risky play. Semi-structured interviews with ten employees revealed that teachers in the two participating kindergartens had different perceptions of risky play. Findings indicated that teachers in the Norwegian kindergarten have theoretical and practical experience of understanding risky play within their cultural background. Guided by the kindergarten philosophy (rules or guidelines that kindergartens should follow, such as letting go of children and encouraging risky play), kindergarten teachers in Anji (a county in China) have learned a little about risky play and are gradually developing their views on it in practice. Teachers in both kindergartens support children's risky play, although in different ways and with different perceptions. This study contributes information on the differences in risky play across countries with diverse cultures.

Chapter 8
**A Cross-Cultural Comparative Study
 on Turkish and German Parents' Attitudes Towards Children's Risky Play
 from Nature-Based Preschools**

Umay Hazar Deniz · Nilgün Cevher Kalburan

Abstract This study aims to compare parents' approaches in nature-based preschools in Turkey and Germany to identify similarities and differences and, thus, to understand risky play better. This research, planned as a cross-cultural study, was conducted as a multiple case study, one of the qualitative research designs. For this purpose, one nature-based preschool from Turkey and one from Germany were selected through purposive sampling. Fourteen parents from Turkey and 11 parents from Germany participated in the study. Data were collected through interviews. The research found that parents might create some barriers to risky play. Parents' concerns, supervision, overprotective attitudes, and lack of space and time were the factors that prevented risky play. Furthermore, parents' reactions and roles in the play were also analysed regarding their effects on risky play. According to the findings, the most common emotion experienced by parents during risky play was anxiety. German parents frequently stopped or terminated the play and made explanations, while Turkish parents often preferred the role of warning and not allowing children. The findings were discussed in the light of the literature, and conclusions were drawn.

Keywords Children's risky play · Parents' approaches · Nature-based preschool · Cross-cultural study · Multiple case study · Turkey · Germany

Research gap

Few studies have used identical tools to compare parents' perceptions of risky play across countries.

Need for wider international and cross-cultural comparisons

PROJECT AIM

To develop a **Cross-Cultural Photo-Based Questionnaire**
on **Parents' Perceptions of Children's Risky Play**

SAME PLAY SITUATIONS

Standardized photos representing
key categories of risky play



PARENTS' PERCEPTIONS

Measured through key dimensions



ACROSS CULTURES

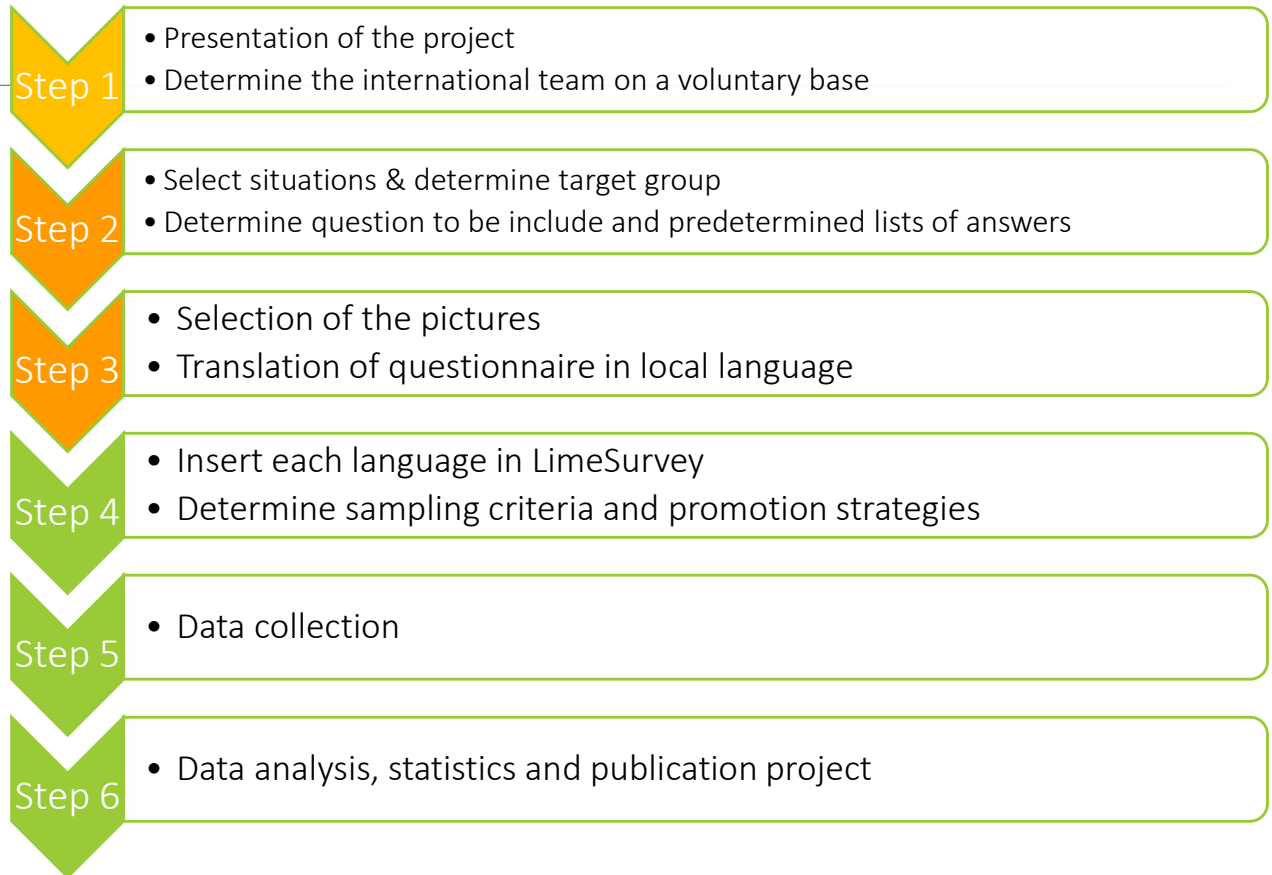
Collect data in multiple countries
using the same tool



**HOW AI HELPED US BUILD
ONE TOOL ADAPTED TO DIFFERENT CULTURES**

Methods

1. **Collaborative & iterative process** involving international partners
2. **Inspired by Delphi methodology** (expert consultation, iterative feedback, leader arbitration)
3. **Participatory design** to ensure cultural relevance and ecological validity
4. **Integrating AI** for creating photos and into translation process



Step 1 – call for international partners

✓ **Convince partners** from around the world to participate in the project on a voluntary basis

Invitation sent to present the project, its objectives and the various stages.

Identical online presentation given three times to accommodate all scheduling constraints.



Inspired by the approach developed by Rita Cordovil



Step 1 – call for international partners

Australia : Alethea Jerebine & Lisa Barnett (Deakin U)

Belgium : Helena Sienaert & Eline Coppens (U Gent), Boris Jidovtseff (U Liège)

Canada : Louise De Lannoye & Mariana Brussoni (U British Colombia)

Chile : Jaime Carmaco (U Frontera)

Croatia : Sanja Salaj (U Zagreb)

Finland : Arto Laukanen (U Jyväskylä) & Susanna Iivonen (U Eastern Finland)

Italy : Patrizia Tortella & Donatella Dicorradò (U Kore Enna)

New-Zealand : Scott Duncan & Charlotte Jellyman (Auckland U T)

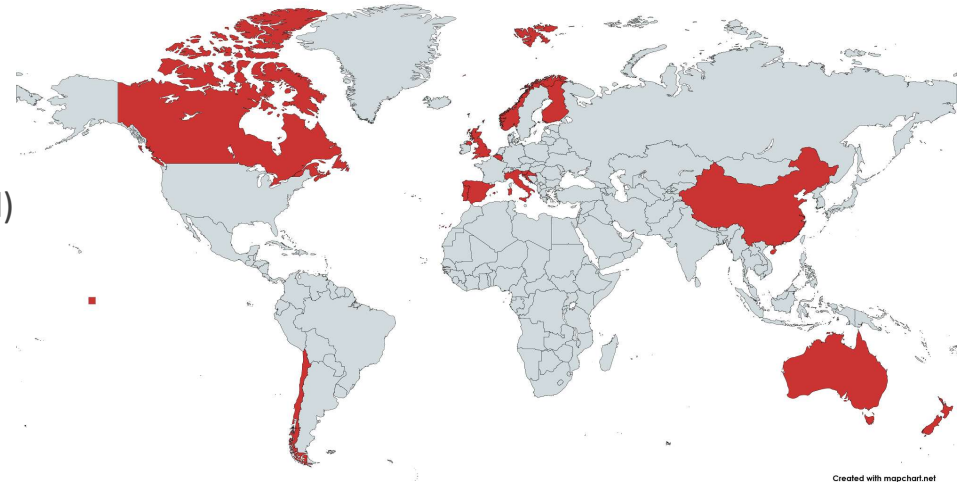
Norway : Ellen Sandseter

Portugal : Rita Cordovil (U Lisbon) Vanda Correia (U Algarve)

Slovenia : Matej Plevnik (U Primorska)

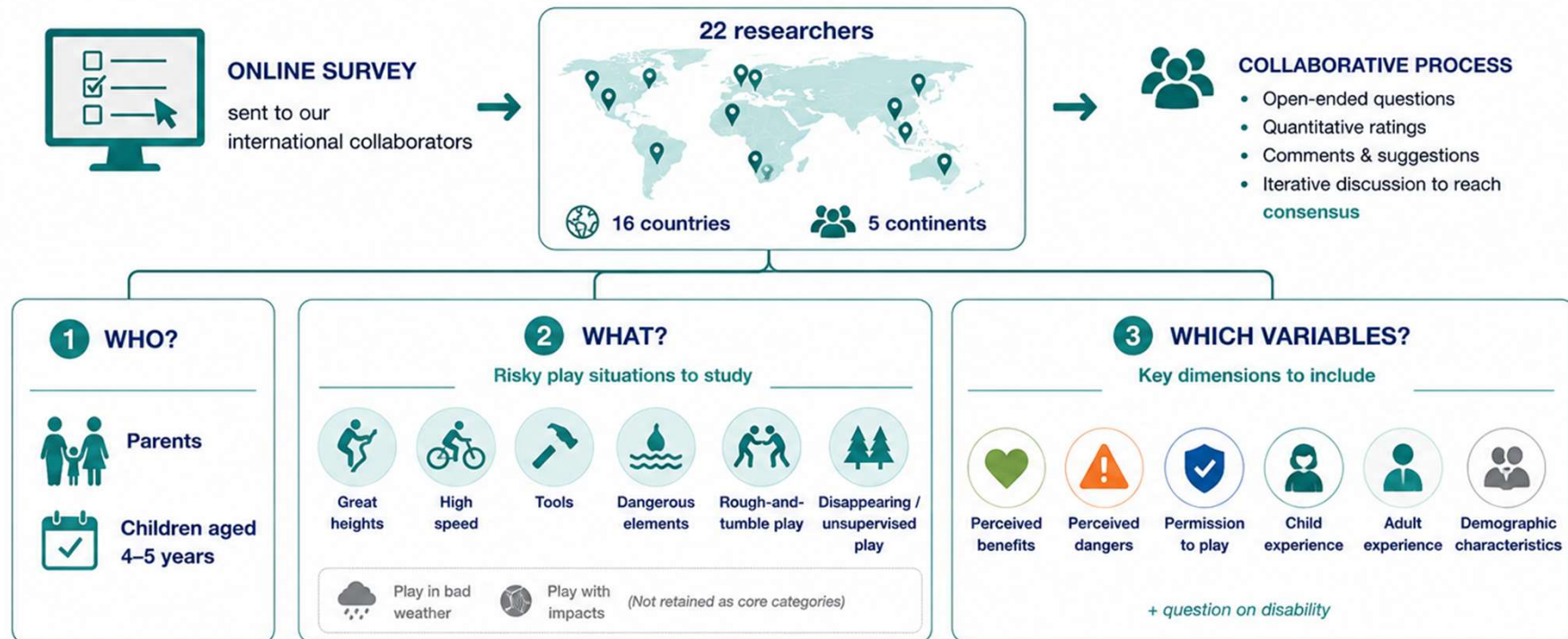
Spain : Isaak Estevan (U Valencia)

UK : Anne Martin (U Glasgow)



Step 2 – Building questionnaire together

An international consultation to identify relevant situations and key dimensions



Step 3 – Create photos suitable for all cultural and ethnic contexts



Boris J



Susanna I



Alethea J



Isaak E



Create photos representative of selected situations using an AI image generator.

Initial IDEA ? To start from good picture and to decline it in different cultural and ethnic contexts

These pictures needs to reach a very similar level of RISK perception from respondants !



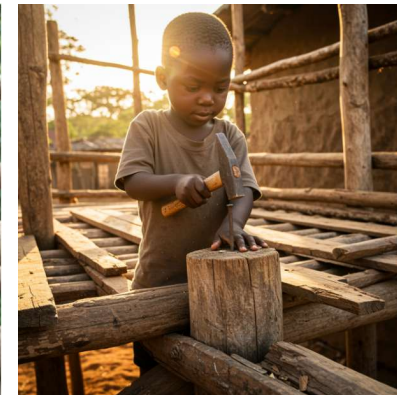
Initial picture



Variation of the image on gender
(Male/female)



Variation of the image on cultural and ethnic contexts
(Male/female)



Step 3 – Create photos suitable for all cultural and ethnic contexts



Boris J



Susanna I



Alethea J



Isaak E



Create photos representative of selected situations using an AI image generator.

Getting a good initial picture with IA is really challenging

STEP 1 : Selection of the IA image generator



FREEPIK

- ✓ Good quality of image
- ✓ Seeds option
- ✓ Team option
- ✓ 54.4 EUR/month for 4 users

Step 3 – Create photos suitable for all cultural and ethnic contexts



Boris J



Susanna I



Alethea J



Isaak E



Create photos representative of selected situations using an AI image generator.

Getting a good initial picture with IA is really challenging

STEP 3 : Get the good picture

A good prompt is important,
but not always enough



FREPIK



Same prompt and IA generator

Brazilian girl hammering a nail

Step 3 – Create photos suitable for all cultural and ethnic contexts



Boris J



Susanna I



Alethea J



Isaak E

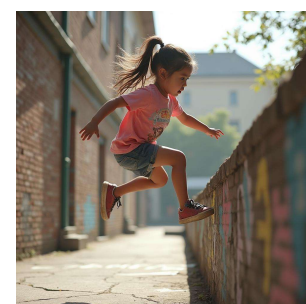
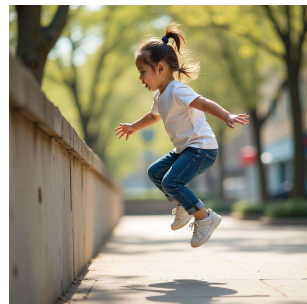
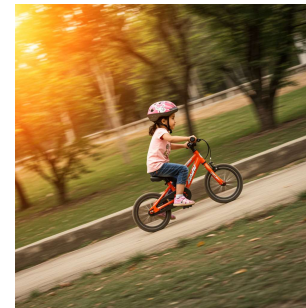
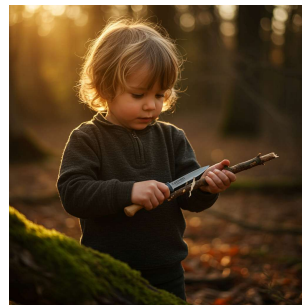
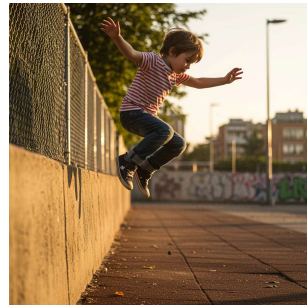


Create photos representative of selected situations using an AI image generator.

Getting a good initial picture with IA is really challenging

STEP 3 : Get the good picture

AI image generator
hallucinations



Step 3 – Create photos suitable for all cultural and ethnic contexts



Boris J



Susanna I



Alethea J



Isaak E



Create photos representative of selected situations using an AI image generator.

Getting a good initial picture with IA is really challenging

STEP 4 : Variation of a good picture in different cultural end ethnic contexts

Use « SEEDS » function



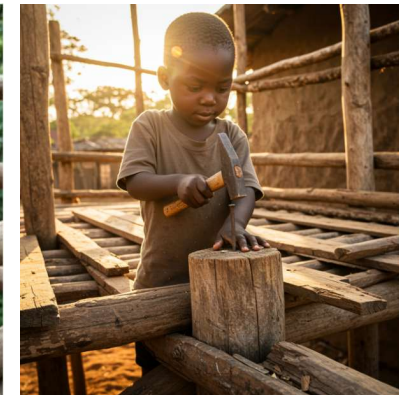
Initial picture



Variation of the image on gender (Male/female)



Variation of the image on cultural and ethnic contexts (Male/female)



Step 3 – Create photos suitable for all cultural and ethnic contexts



Boris J



Susanna I



Alethea J



Isaak E



Create photos representative of selected situations using an AI image generator.

Getting a good initial picture with IA is really challenging

STEP 4 : Variation of a good picture in different cultural end ethnic contexts

Risky Play Scenarios with Ethnic & Gender Diversity (4 pictures/category)

Play Category	Picture 1	Picture 2	Picture 3	Picture 4
Great Heights	Sub-Saharan African (Boy)	East Asian (Girl)	Middle Eastern (Boy)	Latino/Mestizo (Girl)
High Speed	Caucasian (Girl)	Indian (Boy)	Sub-Saharan African (Girl)	Southeast Asian (Boy)
Dangerous Tools	Middle Eastern (Girl)	Caucasian (Boy)	Indian (Girl)	Sub-Saharan African (Boy)
Dangerous Elements	Southeast Asian (Girl)	Latino/Mestizo (Boy)	Caucasian (Girl)	East Asian (Boy)
Rough-and-Tumble Play	Indian (Boy)	Sub-Saharan African (Girl)	Middle Eastern (Boy)	Caucasian (Girl)
Unsupervised Play (Getting Lost)	Latino/Mestizo (Girl)	East Asian (Boy)	Indian (Girl)	Caucasian (Boy)
Impact Play	Caucasian (Boy)	Southeast Asian (Girl)	Middle Eastern (Boy)	Sub-Saharan African (Girl)
Play in the Rain	East Asian (Girl)	Indian (Boy)	Latino/Mestizo (Girl)	Caucasian (Boy)

Step 4 - Translation procedure (AI assisted)

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Utilizing AI questionnaire translations in cross-cultural and intercultural research: Insights and recommendations

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ARTICLE INFO

Keywords:
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 Questionnaire
 Survey
 Translation
 Machine Learning

ABSTRACT

In this research paper, we investigated the viability of AI-supported translations of survey materials in intercultural and cross-cultural research, comparing the quality of machine translations to traditional human translations. Focusing on the HEXACO personality inventory, we translated the original English inventory using Google Translate and GPT-3.5 into 33 languages for which validated human translations exist. The statistical similarity between human- and machine-

Questionnaires for Everyone: Streamlining Cross-Cultural Questionnaire Adaptation with GPT-Based Translation Quality Evaluation

OTSO HAAVISTO, Aalto University, Finland
 ROBIN WELSCH, Aalto University, Finland

Forward translation from source language to target language

Manual editing, backward translation and comparison with the original

LLM-provided numeric and verbal translation quality evaluation

Fig. 1. The translation flow of the final prototype application. Users are able to translate questionnaires forwards and backwards; edit the translations manually; and to request GPT-4-generated evaluation of their translation.

Adapting questionnaires to new languages is a resource-intensive process often requiring the hiring of multiple independent translators, which limits the ability of researchers to conduct cross-cultural research and effectively creates inequalities in research and society. This work presents a prototype tool that can expedite the questionnaire translation process. The tool incorporates forward/backward translation using DeepL, alongside GPT-4-generated translation quality evaluations and improvement suggestions. We conducted two online studies in which participants translated questionnaires from English to either German (Study 1; $n = 10$) or Portuguese (Study 2; $n = 20$) using our prototype. To evaluate the quality of the translations created using the tool, evaluation scores between conventionally translated and tool-supported versions were compared. Our results indicate that integrating LLM-generated translation quality evaluations and suggestions for improvement can help users independently attain results similar to those provided by conventional, non-NLP-supported translation methods. This is the first step towards more equitable questionnaire-based research, powered by AI.

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electronics

Article

Using AI in Translation Quality Assessment: A Case Study of ChatGPT and Legal Translation Texts

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Abstract

The use of artificial intelligence (AI) in Translation Quality Assessment (TQA) has emerged as an exciting new line of research hoping to explore the potential of this revolutionary technology within the field of translation studies in general and its effect on translator training ecosystem. The aim of this study is to explore how AI's evaluation of students' legal translations aligns with instructors' evaluations and to look at the potential benefits and challenges of using AI in evaluating legal translations tasks. Ten anonymous copies of instructor-graded English-to-Arabic mid-term exam translations were collected from an undergraduate legal translation course at a Saudi university and evaluated using ChatGPT-4o. The system was prompted to detect the translation errors and score the exam using the same rubric that was used by the instructors. A manual segment-by-segment comparison of ChatGPT-4o and human evaluations was conducted, categorizing errors by type and assessing alignment by comparing the scores statistically to determine if there were significant differences. The results indicated a high level of agreement between ChatGPT-4o and the instructors' evaluation. In addition, paired sample t-test comparisons of instructor and ChatGPT-4o scores indicated no statistically significant differences ($p > 0.05$). Feedback provided by ChatGPT-4o was clear and detailed, offering error explanations and suggested corrections. Although such results encourage effective integration of AI tools in TQA in translator training settings, strategic implementation that balances automation with human insight is essential. With proper design, training, and oversight, AI can play a meaningful role in supporting modern translation pedagogy.

Keywords: generative artificial intelligence; machine translation; large language models; artificial intelligence in education; higher education; legal translation

check for updates

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Recent advances in artificial intelligence (AI) enable the implementation of a **structured, low-cost, and scientifically defensible translation procedure**, combining AI-assisted steps with targeted human review.

The literature consistently shows machine translation quality to be lower than human translation quality, especially in cross-cultural and intercultural research. However, recent advances in AI have led to significant improvements in machine translation quality, making it a more viable option for researchers. Based on these insights, we propose a framework outlining four recommendations for utilizing AI-supported translation in cross-cultural and intercultural research, involving AI to varying degrees in the forward-back translation process.

backtranslation and committee methods undoubtedly yield the best results, the number of translators required to reach a consensus is not always known, which makes the process resource-intensive. For example, in the backtranslation

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Lecture Notes in Computer Science
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students' work while ensuring fairness and consistency, as well as linguistic, cultural, and functional accuracy [4]. According to [5,6], there is a high correlation between AI tools and human judgments, suggesting that reliable AI tools can be used in translation evaluation, consequently, reducing instructors' workload and promoting evaluation consistency. Other researchers (e.g., [7]) highlighted how AI tools can enhance learner's autonomy and critical thinking in language education. Despite these studies, a research gap still exists in the

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Step 4 - Translation procedure (AI assisted)

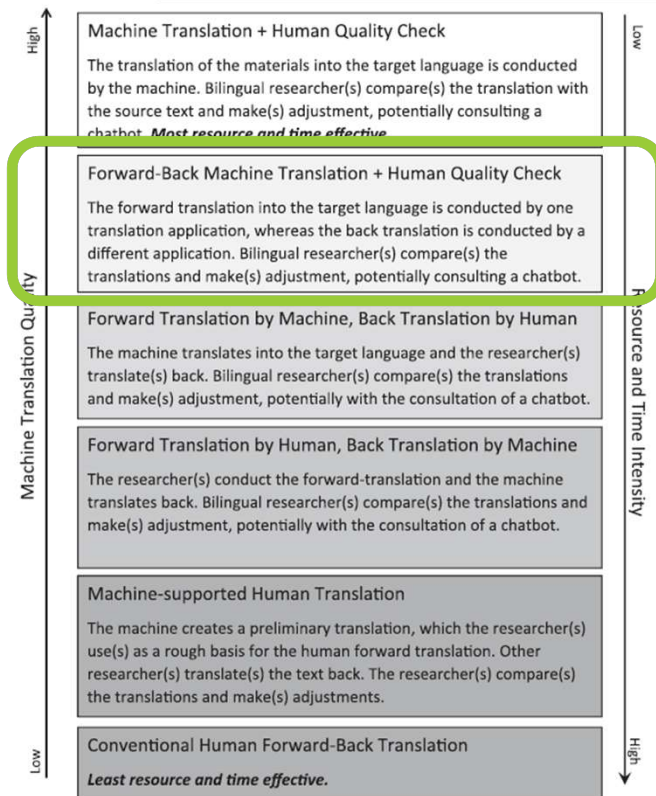


Fig. 6. Conceptual Framework for Machine-Supported Translation.

Step	Name of the Step	How It Is Implemented
1	Independent forward translations (AI translators = DeepL & Google Translate)	At least two independent AI translations per target language
3	Synthesis of forward translations (Human AI assisted by ChatGPT)	AI compares translations, highlights differences, and proposes a synthesized version, which is reviewed and validated by a local language expert (Bilingual)
4	Independent Back-translation (AI translators = DeepL & Google Translate)	AI back-translates the synthesized version into the source language without access to the original questionnaire
5	Comparison and reconciliation (Human AI assisted by ChatGPT)	Bilingual researchers review divergences in meaning, tone, or emphasis and adjust the target version if necessary. Another bilingual or native-speaker collaborator per language reviews the final local language version and flags potential issues
6	Think Aloud Technique	Small pretest (e.g. 5 parents per country) using Think Aloud Technic and a few final questions on understanding and clarity
7	Documentation and transparency	All translation steps, decisions, and limitations are documented and reported in publications

Step 4 - Translation procedure (AI assisted)



	A	B	C	D
1	English version	Forward translation AI 1 (DeepL)	Forward translation AI 2 (Google Translation)	Synthesis of forward translations (ChatGPT + Loc)
2	Title: Cross-cultural comparison of adults' attitudes towards children's risky play			
3	Information on the research and the survey			
4	Dear Parent/Guardian,			
5	You are invited to participate in an international research study led by Professor Boris Jidovtseff (Belgium) from the University of Liège. The study focuses on comparing parental perceptions of play for children between the ages of 4 and 6 (from 4 years and 0 months to 5 years and 11 months), across countries and regions of the world.			
6	What does participation involve?			
7	You will be asked to complete a questionnaire about your child's play environments and your views on various play situations. It will take approximately 15–20 minutes.			
8	Voluntary Participation and Anonymity:			
9	Your participation in this study is entirely voluntary. You may stop answering the questionnaire at any time before submitting it, without giving any reason.			
10	The survey is completely anonymous. No directly or indirectly identifying information (such as names, email addresses, IP addresses, or technical identifiers) is collected. As a result, the responses cannot be linked to you or to your child in any way.			
11	Once the questionnaire is submitted, the responses are fully anonymized and it will no longer be possible to withdraw individual data.			
12	Contacts for Questions :			
13	• Global Project Leader: Pr. Boris Jidovtseff (b.jidovtseff@uliege.be)			
14	• Local Leader in your country: [Name and email of the local leader will be inserted here for each country]			
15				
16	More detailed information about data anonymization and storage is available in the [Data Anonymity & Privacy Information Sheet].			
17	A full description of the research objectives and methods is available in the [Detailed Research Protocol].			
18				
19	By clicking "Next" or "Continue" below, you confirm that:			
20				
21	1. You are the parent or legal guardian of a 4 to 6 year old child.			
22	2. You have read and understood the information above.			
23	3. You voluntarily agree to participate in this research study.			



Excel file for translation

Step 4 - Translation procedure (AI assisted)

Actual Situation in this translation procedure :

- ✓ English version : DONE (= original version of the questionnaire, validated by research group)
- ✓ French Version : DONE (Boris Jidovtseff)
- ✓ Spanish Version : ALMOST DONE (Isaak Estevan + Jame Carmaco)
- ✓ Portuguese Version : DONE (Rita Cordovil + Vanda Correia)
- ✓ Finish Version (ALMOST DONE (Susanna Iivonen + Arto Laukanen)
- ✓ Norwegian Version : DONE (Ellen Sandseter and Ole Johan Sando)
- ✓ Italian Version : IN PROGRESS (Patrizia Tortella)
- ✓ Dutch Version : IN PROGRESS (Eline Coppens + Helena Sienaert)
- ✓ Croatian Version : IN PROGRESS (Sanja Salaj)
- ✓ Slovenian Version : IN PROGRESS (Matej Plevnik)
- ✓ German Version : possible with Anne Martin (Vienna)

Next steps...

1. Data protection and Ethics committee
2. Collaboration agreement for data ownership and rules for publications
3. Seeking for new partners
4. Sampling criteria and promotion strategies
5. Start data collection => data analysis => publications

Conclusion

- ✓ **International comparisons** are important to highlights cultural diversity in parental perceptions of risky play
- ✓ **Co-constructed & iterative process**: ensures cultural relevance, shared ownership, and scientific rigor
- ✓ **Emerging role of AI**: supports image generation and translation, offering innovative solutions for cross-cultural protocols
- ✓ **Human expertise remains essential**: AI tools must be carefully mastered; final forms and content require human validation
- ✓ The **administrative procedures** required to implement such an international co-construction process remain challenging and require commitment and availability, especially when there is no funding.
- ✓ But **this is possible** thanks to the positive energy of all Partners.

Thanks to the partners involved in the project

Australia : Alethea Jerebine & Lisa Barnett (Deakin U)

Belgium : Helena Sienaert & Eline Coppens (U Gent), Boris Jidovtseff (U Liège)

Canada : Louise De Lannoye & Mariana Brussoni (U British Colombia)

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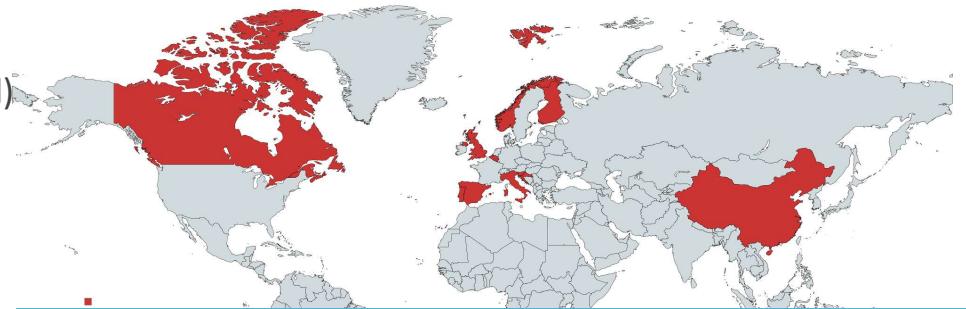
Slovenia : Matej Plevnik (U Primorska)

Spain : Isaak Estevan (U Valencia)

UK : Anne Martin (U Glasgow)

Additional collaborators to find :

- ✓ Asia
- ✓ Africa
- ✓ Middle east
- ✓ South america



You want to join the project ?

✉ b.Jidovtseff@uliege.be



This is not an AI photo

Thank for your attention
Time for discussion

