



TRAINING OF EURO-MED MULTIPLIERS

SALTO'TEMM



Date: 11th – 18th October 2003
Location: Aqaba, Jordan
Prepared by: Yiota Kamaratos

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INTRODUCTION

This Report has been prepared in order to be used as a tool for people interested in increasing their knowledge in the Euro-Med Youth Program, while at the same time developing and refining skills in becoming a successful Euro-Med Multiplier, working very closely with the National Coordinator.

This Training Course was developed by SALTO as a strategy to be used according to the needs of the National Coordinators and to increase networking among them. The National Coordinator increases her own skills, thus allowing the participants the opportunity to enhance theirs as well. The role of the National Coordinator is to motivate the candidates, increasing their ability to becoming a Euro-Med trainer, therefore, guaranteeing the accurate understanding of the spirit of the Euro-Med Youth Program.

Nineteen participants were selected in cooperation with the National Coordinator of Jordan and the Coordinator of the SALTO-Euro-Med Resource Center. Fourteen of those chosen are from Jordan, while three are from Palestine, and two from Syria. These participants were required to have good knowledge of the Euro-Med Youth Program, both theoretically and practically, as well as commitment and motivation to carry on the Euro-Med spirit.

Throughout the one-week Course in Aqaba, Jordan, the participants acquired skills for using and adapting different methodologies and tools in becoming qualified to deliver information and training sessions about the Euro-Med Youth Program. The concept behind this Training Course is to prepare a future pool of Euro-Med trainers on three levels: local, national and international, acting on behalf of their National Coordinator.

The nineteen worked together in designated groups. It was explained that the participants would be taking on a role, acting according to the situation assigned to their group. They each had to play a part making the session as real as possible.

They researched and collected relevant information using tools made available by the Trainers. They had to manage their time wisely, divide their tasks evenly and work harmoniously as a team in order to achieve successful performances and presentations.

Each one-hour session was accompanied by a one-hour de-briefing, where the work of the Group was evaluated by the Observers, the Audience and finally the Trainers.

The impact of this whole process on each and every participant was that he/she learned by doing. These people can now use themselves as a "tool" to reach their audience. Through this practical experience, each individual gained useful technical information, while at the same time, his/her personal life was enriched through the contact and close cooperation with other personalities under intense circumstances given the time pressures of the one-week course.

ASSESSMENT

The Euro-Med Multipliers Training Course took place 11th – 18th October 2003 in Aqaba, Jordan.

There were fourteen Jordanian, three Palestinian and two Syrian participants who attended the one week training course. One of the Syrian participants had never participated in a Euro-Med training course before. To watch him excel from the first days, was amazing. Hard work, dedication and enthusiasm were his traits.

The training course was an opportunity for the participants to discover and enhance techniques in order to use them when giving information and/or training sessions about one of the Euro-Med youth activities. The purpose of this Report is to allow others who would like to use these Euro-Med tools and methods to improve their own quality of information sessions and training courses.

The results of the intense training course were clearly visible. The participants were serious in their work, and strived to succeed in every session. By the end of the training course, the outcome achieved was that nine, out of the nineteen candidates, were chosen, according to certain criteria, to be future Euro-Med Multipliers. As for the others, there is potential. It has been recommended that they take part in national training courses to be organized by the Euro-Med National Coordinator.

The method in which the participants' performances in each session were measured was by having the other participants play roles too. The Audience also had its role, as did the Observers and Reporters. Interactivity was encouraged for this non-formal education learning process. This technique allowed the participants to feel a presentation from all angles. They were judged, and they also judged. They were fair and objective in their constructive criticism towards each other. For each session, the Reports were required to take notes. These Reports are included in this Report, after each session. In this Multipliers Training Course, a new tool was used by one of the Trainers. At the end of each presentation, he would give the participants The Tip of the Session, to guide them, help them and encourage.

During the De-briefings, constructive criticism was always given, encouraging the participants to try harder for better results. The ethos of all people involved, participants and Trainers, was excellent. The participants had the opportunity to make appointments with one of the Trainers for one-to-one discussions. In addition, there was good cooperation and communication between the participants and the Trainers. Furthermore, positive relations developed among the participants during the week of hard work together.

A CD was produced with photos of the participants working, performing, the material they produced, interviews conducted, etc. There will be a final document produced which will cover six Euro-Med training courses, with a general presentation, introduction, concept, evaluation of each one. Each will have different situations and presentations of performances as well as reports of the sessions. Photos and interviews will also be included.

The overall aim is to have more Euro-Med Trainers and to increase the awareness of the Euro-Med spirit. There are two levels: one is the global process of training of multipliers, and the second is the Inter-regional Evaluation Seminar of all six training courses from six countries (Lebanon, Jordan, Egypt, Tunisia, Algeria and Morocco) which will take place in Lebanon in September 2004.

The tasks given to the participants were to research, prepare and present two presentations, one an information session and the other a training course as part of a Euro-Med youth activity. The participants put themselves in the situations, feeling them, living them. They were actors, playing the role in the hypothetical situation. All situations were very realistic and close to the realities of Jordan.

A set back to the work done by the participants was that their working environment was not appropriate. There was no natural lighting, nor ventilation, which affected the mood of some of the participants. Moreover, it was not equipped with computers. This meant that the dynamics of working together in the same space was missing. The participants had to use the computers at a local Internet café, which was not very convenient for most participants. Another drawback to the café was that some participants avoided going to do research there due to the heavy cigarette smoke from the café's customers.

Finally, the impact that this Euro-Med Training Course had on the participants was seen on a daily basis through their improvement and increased creativity. They were being 'pushed' by the Trainers so as to bring out the best they had. These people are now equipped with accurate knowledge of the Euro-Med Youth Program, with tools and with new methods, and most importantly with the Euro-Med spirit, which they will carry with them, transferring to others in their local community as well as in the international arena what Euro-Med means. These future Euro-Med Multipliers are now themselves the tool for transferring the concept of Euro-Med to others.



Multipliers Training Course
11th - 18th October 2003
Aqaba - Jordan

Sat. 11	Sun 12	Mon 13	Tues 14	Wed. 15	Thurs 16	Fri. 17	Sat 18
Team meeting	Tools :- - Presentation of participants' tools - Comparing with ours	- Preparing the situations	- Continue preparing the situation	- Finishing 11:00-11:30 Coffee break Presentation of Group.	9:00 - 11:00 Presentation of Group. 11:00-11:30 Coffee break 11:30-13:30 Presentation of Group.	9:00 -11:00 Presentation of Group. 11:00:11:30 coffee Break 11:30-13:30 Presentation of Group.	- How was it - Preparing Evaluation Grid
14 :00 - 15 Lunch	13 :00 -15 :00 Lunch	13 :00 -15 :00 Lunch	13 :00 -15 :00 Lunch	13 :00-15 :00 Lunch	13 :30 - 15 Lunch	13 :30 - 15 :00 Lunch	13 :30-15 :00 Lunch
18 :00-20:00 Opening :- - presentation of trainers; - Aims &	15:00 : 17:00 - Exercises 17:00-17:30 - Coffee Break 17:30-18:30 - Explanation	- Continue preparing the situation	- excursion to WadiRum	15:30-17:30 Presentation of Group. 17:30-18:00 Coffee Break 18:00-20:00 Presentation of Group.	15:00-17:00 Presentation of Group. 17:00-17:30 Coffee Break 17:30-19:30 Presentation of Group.	15:00-17:00 Reporting 17:00-17:30 Coffee Break. 17:30-19:30 Reporting	- Follow up - Evaluation 1900 dinner Departure
20:00	20:00 dinner	20:00 dinner	Dinner in WadiRum	20:00 dinner	20:00	20:00 dinner Farewell party	

THE TRAINERS

SAHAR AL FAYEZ

Euro-Med National Coordinator, Jordan



BERNARD ABRIGNANI

Coordinator of the SALTO-Youth- Euro-Med Resource Center



He was born in Tunisia of “new” French parents and then went to live in France. He works as a civil servant at the French Ministry of Youth and Sports, and as Project Officer at the National Institute for Youth and Community Education (Injep). He was responsible within Injep for Action 5 of the YOUTH Programme (inter agency co-operation and national training strategy) and is Coordinator of the SALTO-Youth-Euro-Med Resource Center and Good Practices in Training. He is member of the editorial committee of “Coyote”, a magazine for Trainers. He writes publications for an international public. He is specialised in youth participation, community development, education, prevention of delinquency, intercultural learning and international youth work.

“Our job as social work is to support, to enhance their skills.
Our job is to be with and for the young people, each time pushing
them to be better.”
Bernard Abrignani

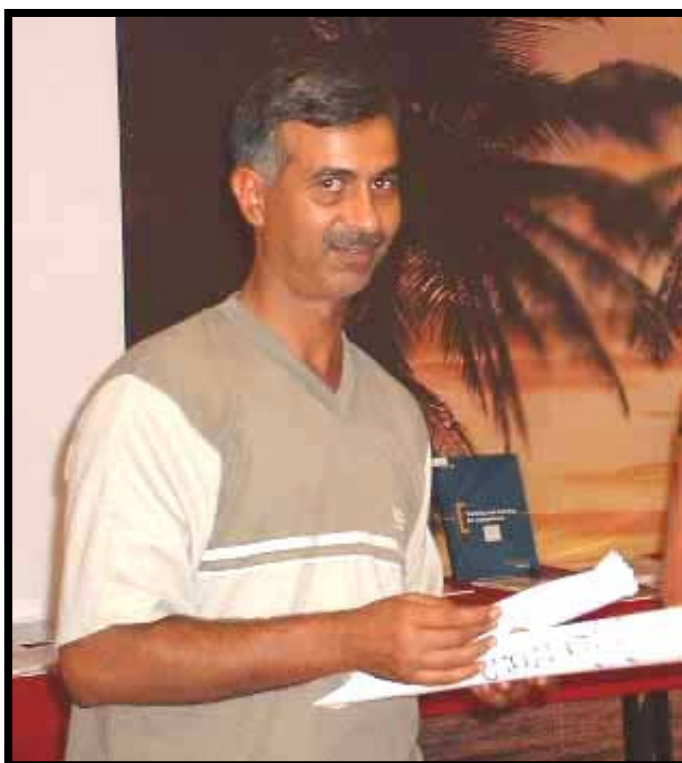
ÅSA GUSTAFSSON

Project Officer at the Swedish National Board for Youth Affairs



Åsa works as a Project Officer at the Swedish National Board for Youth Affairs, a governmental authority responsible for realisation of Youth Policy in Sweden. She is responsible for the Swedish Euro-Med cooperation and for Action 5 within the EU-Programme YOUTH, where she also is engaged as a trainer. Åsa has previously been working in the field of education as member of the leadership team, and as supervisor of the teaching staff, at Lidingö Folkhögskola, a center for non-formal education in Stockholm, Sweden. Åsa currently lives in Stockholm.

SAKHER SFOUQ

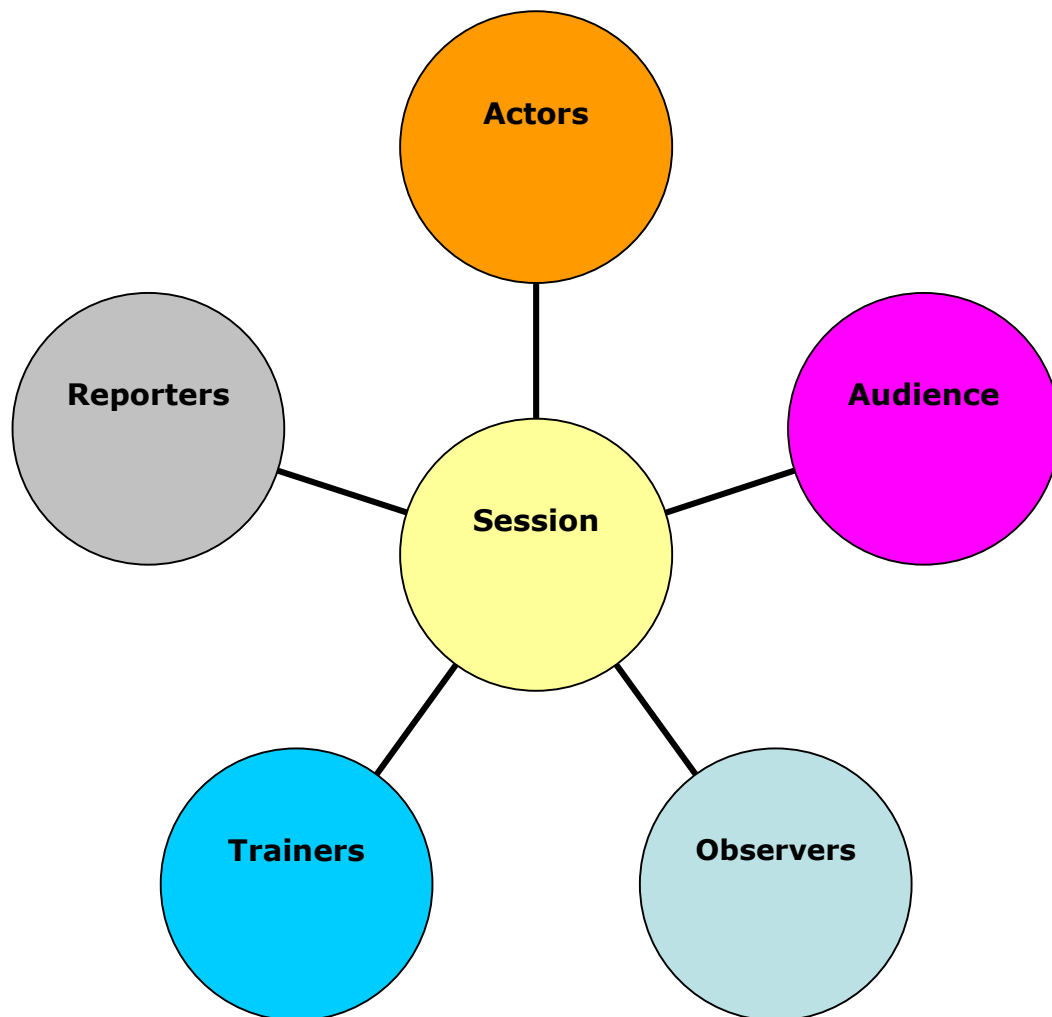


THE RULES OF THE GAME

The nineteen participants attended this Euro-Med Multipliers Training Course in Aqaba, Jordan, in order to learn through practical experience how to become successful Euro-Med Multipliers, and even in becoming future Euro-Med Trainers.

At the start of the week-long training course, the participants were explained the rules of the game. There would be Sessions, Actors, an Audience, Observers and Reporters.

The Trainers also had a role. For each of the nine Sessions, one of the Trainers took the role of Chairperson, facilitating the procedures of the different elements of the Session, i.e., keeping track of time, assisting in the De-briefing process and closing the meeting.



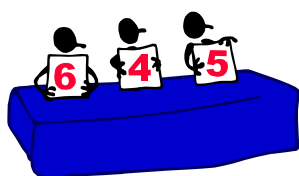
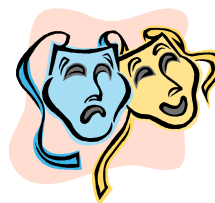
The participants were divided into five groups, and assigned two sessions per group. The fifth group was given only one topic, which was considered the most challenging.

In addition, participants were assigned to be parts of observing and reporting teams during certain presentations. Each session would have two to three Reporters, noting their comments about the group presentation as a whole. The Reporters' information has been compiled and is presented in this Report.

The time allotted for each session was one hour. During this one hour, the participants would become "actors", playing the role of the hypothetical situation assigned to them. The Actors would be completely in charge for that one hour.

It was the Actors' responsibility to

1. prepare the environment, the room, paying attention to the seating arrangements, lighting, background music
2. adjust their work space for an efficient and effective performance
3. adapt to the needs of their target group, their audience
4. give a brief reminder of the context of the Euro-Med Youth Program
5. divide their tasks evenly and work as a team



The Audience also had a role to play, and that was according to the given situation. The members of the Audience had to interact with the Actors, asking questions, clarifications, etc.

Four points were important for all to abide by:

1. be objective
2. avoid personal reactions
3. respect others' time to speak, without interrupting
4. manage time wisely

After the Presentation, there was a one-hour De-briefing. The Chairperson would give the floor to the Observers, to report what they observed in front of all the participants. The Observers had to be objective and factual in their reporting. They had to be distant to play and analyze correctly.

Following the feedback from the Observers, the Chairperson proceeded to give the floor to the Audience to comment about the Presentation.

Next, the Actors were given the floor, after having listened carefully to the other parties. They were not to defend themselves. They had to merely explain why they chose the tools that they did for their presentation.



The Trainers were given their opportunity to present their points, both positive and negative. Their role was to balance the situation from everything regarding the Presentation, to all the feedback from the participants. The Trainers were responsible for enhancing the quality that already existed.

Finally, a Tip of the Session was given after each presentation as a guiding light to help improve the participants' future work.



The Chairperson had the last word. The Chair was responsible for making a synthesis of everything that had been said.

The De-briefing for Group #1 proved to be the most important, as it served as a model with important advice to the other Groups who followed with their presentations.

It was clear that the information given through the De-briefings was objective and constructive allowing for each group to further improve its performances on all levels.

Tools Available



The participants were able to check-out a wide range of material to assist them in their preparation of their presentations.

Books taken by groups	
1- Seminar to design a Training Module in Techniques	Group 1
2- Knowing ME Knowing You	Group 1
3- SOCIAL Inclusion	Group 3
4- Intercultural learning	Group 3
5 // //	Group 5
6- Enviro-Med Training Box	Group

Face 2 Face				
TIME	Bernard	Sahar	ASA	Sarah
WENS. 2.45 3.00 8.00 8.15				
THUR. 2.45 3.00 8.00 8.15				
FRI. 2.45 3.00				

The participants were given the opportunity to sign-up for a 15-minute face-to-face meeting with one of the Trainers. This gave the participants the chance to discuss their progress at the training, and to seek advice.

Trainers Available

TUESDAY, 14TH OCTOBER 2003



Organized Free Time!



FIVE INTERVIEWS – FIVE CANDIDATES

14th October 2003

Individual interviews of five participants were held so as to express their understanding of the Euro-Med Youth Program and what it means to be a Euro-Med Multiplier.



1. HAVE YOU EVER PARTICIPATED IN ANY INTERNATIONAL AND/OR IN ANY EURO-MED YOUTH PROGRAM BEFORE?

Interviewee #1:

- My name is Neamat, and I am from Syria. I work for a youth organization. I came here to participate in this Multipliers Training Course. I have participated in Step-Up.

Interviewee #2:

- My name is Heba. I'm from Palestine. I've participated in three training courses which were prepared by SALTO Euro-Med Resource Center. I participated also in coordinating and preparing hosting youth exchanges in Palestine.

Interviewee #3:

- My name is Reem. I am from Jordan and I am 26 years old. I have participated in many international youth programs, an inter-faith religion conference in Morocco and participated in some Euro-Med youth programs.

Interviewee #4:

- I'm Samer, and I work for YWCA in Amman, Jordan.

Interviewee #5:

- My name is Muntasar. I am part of the Al-Hassan Youth Award in Irbid.

2. WHAT DOES THE EURO-MED YOUTH PROGRAM MEAN TO YOU?

Interviewee #1:

- The Euro-Med Youth Program means collecting and integrating young people from all countries, and giving them the chance to exchange their point of view, their culture, their customs, and to express themselves freely, and they can practice their citizenship in the right way.

Interviewee #2:

- The Euro-Med Youth Program is a program that unifies different groups of people. All people who are involved in youth field, come together to exchange ideas and experiences.

Interviewee #3:

- Euro-Med means a lot for me since it is enabling youth to get the chances in their lives for good work.

Interviewee #4:

- The Euro-Med Program is a youth action program for intercultural learning between the European Union States and the Mediterranean countries.

Interviewee #5:

- The Euro-Med Youth Program is cooperation between European and Mediterranean countries through cultural, social and human affairs that concern youth.

3. DESCRIBE THIS TRAINING COURSE WITH THREE ADJECTIVES.

Interviewee #1:

- This training course can be described as something like Step Up.

Interviewee #2:

- Challenging, useful and fantastic!

Interviewee #3:

- It's intensive, but it gives me a feeling of challenge to do my best to prove to myself that I can do something for myself and for the others.

Interviewee #4:

- Intensive, hard, but interesting.

Interviewee #5:

- Intensive, interesting and creative.

4. BEFORE ATTENDING THIS EURO-MED TRAINING COURSE, WHAT DID YOU THINK A "MULTIPLIER" WAS? TODAY, WHAT DO YOU BELIEVE A EURO-MED MULTIPLIER'S ROLE IS?

Interviewee #1:

- I think the role of a multiplier is not easy. It must be serious, and follow through on everything.

Interviewee #2:

- I think that the role of a multiplier is to multiply the information he got from Euro-Med. At the same time, a multiplier has a great responsibility to talk in the name of the National Coordinator, and of course, in the name of the Euro-Med Program as a whole.

Interviewee #3:

- The meaning of a Euro-Med Multiplier for me is, wow, it's nirvana. And it's something really great, and I hope it will be true one day for me.

Interviewee #4:

- A multiplier will be trained to be very close to, and help the National Coordinator. He will be trained to act on behalf of the National Coordinator.

Interviewee #5:

- Before attending this training course, the idea was a little bit of a mystery about a multiplier, what a multiplier is and how to act. But after attending this training course, this idea changed, and now I am involved more and more. I see that a multiplier knows about Euro-Med, tries to be close to the National Coordinator, and helps him, using your own tools of the Euro-Med programs.

MESSAGE FROM THE NATIONAL COORDINATOR, SAHAR AL FAYEZ

15TH OCTOBER 2003

The National Coordinator of Jordan gave the participants a presentation, reminding them of the work that they have done in the previous days.

She spoke about her strategy informing the participants that after three years, after many tests, lots of participants participating in SALTO Training Courses, a starting point has been established with them being there.

She emphasized that the participants present at the training course will have the chance to be selected for the Inter-Regional Evaluation Seminar of six Training Courses of six countries (Lebanon, Jordan, Egypt, Tunisia, Algeria and Morocco) which will take place in Lebanon in September 2004. They will be selected according to their motivation and commitment to work in the coming year.

The main message in her presentation was that the participants have to act.

SESSION #1 – PREPARATION SHEET

TITLE	Hand by Hand, Clean Land Information Session
AIM	<ul style="list-style-type: none">• This meeting aims to raise awareness in the local people of Ma'in about their environment, in order to prepare them for a youth exchange about Environment and Future.• Briefing about the Euro-Med Youth Program
TARGET GROUP	Youth and local people of Ma'in
DESCRIPTION	<ul style="list-style-type: none">• Identified needed tools for environmental awareness• Distributed tasks among team members<ol style="list-style-type: none">1. Actor #1: PowerPoint Presentation on Euro-Med2. Actor #2: Creative thinking method to encourage locals to participate and share ideas3. Actor #3: Presentation about environmental awareness and questionnaire4. Actor #4: Conclusion and feedback
MATERIAL NEEDED	Flip chart, markers, computer, data show projector
FURTHER SOURCES	Euro-Med manuals, magazines, documents and photos from Jordan Royal Ecological Diving Society
TOOL TYPES	PowerPoint Presentation, questionnaire with photos, video, recycled material
TOOL TOPICS	Youth Program, environmental awareness
SUBMITTED BY	Group #1

Actor #1 gave an introduction of what was to follow.

1. Brief look at the history of Euro-Med Program (PowerPoint Presentation)
2. Which countries are involved
3. Objectives and Priorities of the Youth Program
4. Who can participate?
5. Thematic Priorities
6. Youth Program Structure
 - Action 1 – Youth Exchange
 - Action 2 – EVS (3 weeks – 12 months)
 - Action 5 – Support Measures – 8 activities

Actor #2 began her exercise by asking participants to tell her any words that came to their minds. She then wrote them on the Flip chart: sea-paper-land-family-car

She asked the Audience to try to connect these words to the environment.

Actor #3 spoke about the environment. He would ask questions, and the Audience would supply answers.

The environment is important for all countries, not specific only for Jordan.

What is the environment?

- ocean
- surroundings we live in
- an area that we influence

The environment is a group of elements. What are they?

- air
- water
- soil
- animals
- bacteria

What are the environmental elements?

- human beings
- air
- water
- soil

Our mission is to protect our environment from pollution. We should not spoil these elements. What pollutes our air?

- cars
- factories

Regarding air pollution:

If someone begins smoking, the smoke also affects others. Places, such as Fuheis and Mahas, produce pollution through factories.

Water is an important element of our environment.

Soil is very important for agriculture. We should not use chemical fertilizers to keep our soil clean. Time after time, if we use chemical fertilizers, we will spoil land and nature.

For example, Ma'fra'q was a nice forest area. After people spoiled the nature there, you cannot see any of those trees.

How Can We Protect the Environment?

- We must concentrate on youth.
- We should use more rubbish bins.
- We can re-use nylon products.
- Recycle

If we do the above, we will reduce pollution, thus keeping our environment clean.

Protecting the environment in particular is in our attitudes and behaviour. For example, one who smokes, and throws cigarette or cola cans in street can harm the environment.

Do you think that nylon products vanish quickly into the environment?

How quickly do you think they are absorbed into the environment?

-40 years?

It takes 100 years for nylon to get absorbed into the environment.

Do you think that this will also affect you here in Ma'in?

How will this affect your natural resources? Your soil? Your agriculture?

Can nylon products kill animals? An animal eating this nylon will suffocate, because the nylon will block its breathing passage.

Let's imagine our Globe is polluted. Do you think it is good for our life? What is our task to use our inner power to protect the environment?

- We must spread awareness through the Media.
- Through seminars.

What about other ways?

-We can go back to agriculture, since it's nature.

Your area is a successful area. You can invest in this to continue your success.

Who can do this task?

-We can protect our area, by increasing tourism so as to increase our income.

Yes, youth exchanges with other countries can improve our Eco-Tourism and our life style. How can we do this?

We, as youth, have the power to act, to invest our power to protect our environment. Youth is a large number all over the world. Our message for youth is to save our environment, our water springs in Ma'in. This will be reflected by the youth.

A photocopy with the following photos illustrated the dangers to the environment. Each participant was asked to put a tick or an 'x' if the photo was considered good or bad. For questions that the Audience had, the Presenter used an A/V projector to better clarify the photos.



النفايات تدوم طويلاً
THE LONG LIFE OF TRASH

مدهقن، حقيقي؟ هذا الوقت الطويل الذي تستغرقه النفايات التي قد نرى كلنا في مناطقنا الطبيعية الطريقة التي تستغرقها النفايات الطبيعية لتتحلل. إن الطبيعة تلتهم النفايات الطبيعية والمواد الطبيعية التي نرى في الطبيعة. نفاياتنا تتلف بعد المئات من السنين، وهذه النفايات في المناطق الطبيعية الجديدة في الأماكن الطبيعية يستغرق وقتاً طويلاً لتتحلل. إن الطبيعة تلتهم النفايات الطبيعية والمواد الطبيعية التي نرى في الطبيعة. نفاياتنا تتلف بعد المئات من السنين، وهذه النفايات في المناطق الطبيعية الجديدة في الأماكن الطبيعية يستغرق وقتاً طويلاً لتتحلل.

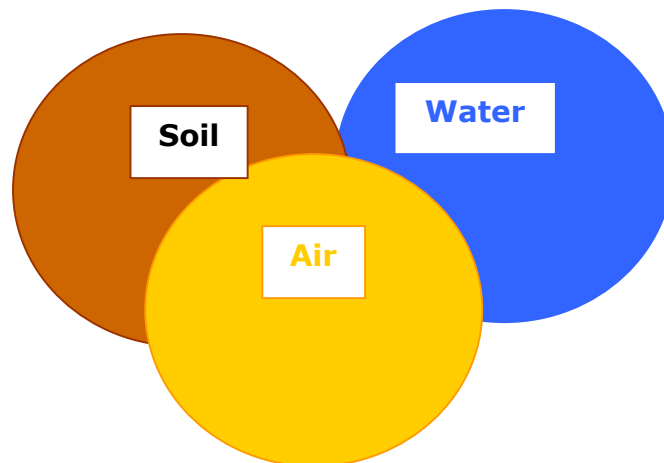
SURPRISED, RIGHT? When we leave trash in parks, nature reserves and beaches, the trash takes a long time to decompose. Mother Nature wishes to thank all eco-warriors and good citizens who do not litter. These people help keep nature clean and beautiful. Treat nature as a treasure that we hold in our hearts and mind.

 Cigarette Butt 3 Months	 Cigarette Pack 3 Months	 Cigarette Filter 3 Months	 Cigarette Pack 3 Months	 Cigarette Butt 3 Months	 Cigarette Pack 3 Months	 Cigarette Butt 3 Months
 Aluminum Can 10-100 Years	 Plastic Bottle 100 Years	 Plastic Bottle 100 Years	 Plastic Bottle 100 Years	 Plastic Bottle 100 Years	 Plastic Bottle 100 Years	 Plastic Bottle 100 Years

Actor #4 presented the Group's Conclusion.

The Presenter used the flip chart to illustrate that we can start with ourselves and then others can follow. His illustration was circles – one inside of the other. The concept was that you begin with the individual, which is the smallest circle in the center, then the neighbors, the street, the country; finally, the outer and largest circle represented the world.

He later showed three circles integrated with each other, and explained that if something pollutes the air, it affects the other two circles, which as a result pollutes the whole environment.



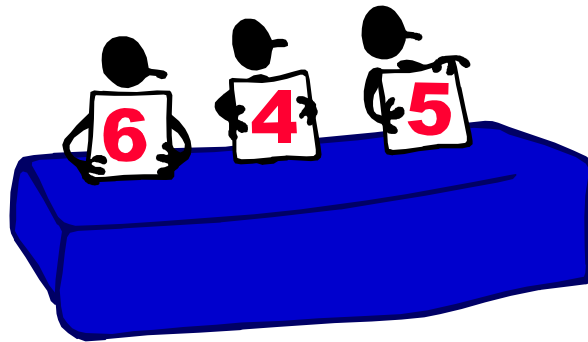
The Presenter concluded by showing a one-minute video illustrating how hands can build and destroy things. A second film was shown of Ma'in Springs.



DE-BRIEFING FOR SESSION #1

The Chairperson gave the floor to the Observers and Audience to evaluate and comment on each of the Actors and the presentation as a whole.

THE OBSERVERS AND THE AUDIENCE



Regarding Actor #1:

- Some mistakes could have been avoided such as switching off lights during the use of the AV.
- While one of the Presenters spoke, the other members of the Team moved around, distracting the Audience.
- Tone of voice needs improvement.
- The Presenter was always walking back and forth, and that was distracting.
- She should have concentrated on all of the Audience, not just a few persons. She read too much of the material.

Actor #2:

- It was not very good that one of the Presenters was so close to the Audience. This Presenter also said nice words, complementing the Audience, which was good.

Actor #3:

- He would ask questions, but did not discuss the answers with the Audience. He also ignored one of the members of the Audience who had a question. He too walked back and forth distracting the Audience.
- He was clear, simple and encouraged people to participate.

Actor #4:

- The subject presented was not clear to some members of the Audience.
- He used simple illustrations to get his point across. He used more than one tool.
- He should concentrate more on all members of the Audience.

General Comments:

- Their team work was very good, but should concentrate more on the presentation rather than moving around. At times, they would whisper in each other's ears.
- The mobiles of the Audience were distracting.
- Not clear for some of the members of the Audience about what was expected of them as residents of Ma'in, and why they were at the Presentation. Their role was not explained by the Actors.
- The Actors gave a gist of their subject. It was not according to their agenda. Euro-Med was presented, and then there were presentations about the environment. But there was no link between the two. The Actors did not concentrate on the value of youth exchanges and the environment.

The Floor was then given to the Actors.

THE ACTORS



Actor #1:

I received constructive criticism, thank you. For the next group, we should know why we are here as an Audience. The role of the Audience should definitely be explained.

Actor #2:

Sometimes it was difficult, because there was lack of participation by the Audience.

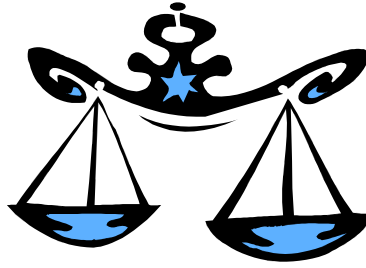
Actor #3:

We tried to stress on the new term, "Eco-Tourism", because Ma'in depends on this for its income. The two, environment and tourism, cannot be separated.

Actor #4:

We had understood that the Audience already knew why they were at the Presentation. We were supposed to raise awareness. Regarding the fact that we were moving around, we were trying to assist each other, instead of just sitting down.

THE TRAINERS



Trainer #4:

Actor #1 read too much, had no body language, and tone of voice needs improvement.

Actor #2 has self-confidence, good body language and tried to get participants activated.

Actor #3 was nervous at first, then improved. He has good knowledge of environmental problems. There was repetition in his presentation. He allowed the Audience to lead him, instead of him leading the Audience.

Actor #4 at first was nervous, however in time, he became better.

Regarding the video, it was nice, but the reason for it was unclear. The Actors did not link the Euro-Med presentation to the environment, which is an important theme of the Euro-Med program.

Trainer#3:

Actor #1 has a lot of knowledge about the Euro-Med program. It should be shortened, and linked to the Audience. Give Audience more questions to link to the presentation.

Actor #2 had a good start. At the end, it was individualistic by saying, "Thank you." It wasn't necessary. It should be global.

Actor #3 was self-confident, with good eye contact. He focused on presentation by asking questions.

Actor #4 was precise and concrete with what he said. At the beginning, he tried to link what the previous Actor had said. At the end, there was difficulty in understanding the message.

The Actors should start with something to draw the audience's attention. The end needs to be linked to the beginning. This was lacking in this Group's presentation.

Trainer #2:

The Group followed what was planned in their Preparation Sheet. Their timing was well planned.

For the first situation as a starting point, it was positive. First remember that you are the masters of the ceremony. Here, it was not the case.

The lighting can be used to create a better atmosphere. There were empty chairs in the audience, which should have been taken away.
Regarding the tools, when using a PowerPoint Presentation, know how to use it. Close the screen of the laptop when using the video. A larger screen for an enlarged image is better.
The distance of the flip chart and the screen was too far.
The banner was not in a good position, and the writing was too small, thus not clearly visible. Instead of words on the banner, drawings and photos could have been used.
There was too much movement from the Actors.
The Group did not measure the impact of their Presentation. How? They did not ask the public for feedback.



Key words: **Interactivity - - Imbalanced**

Ask the Audience questions. The public has to be "in", not an "outsider". It is very important to define the topic of Euro-Med.

Remember: We, as Trainers, have tools, even ones which we cannot see.

You should ask – go – find.

Trainer #1:

There was good teamwork. They helped each other. The methods they used were good, for example, the flip chart, the questionnaire and the PowerPoint Presentation. Their timing was also very good.

Regarding their teamwork, it was clear that each member had a task, but they did not link their work together, nor were the four presentations linked together.

The methods they used did not adapt. The room arrangement was not well organized. As for the presentation of the Team, they did not introduce themselves as a team. They did not prepare the audience how they should react.

Actor #1 read a lot. She assumed that the audience knows the situation. There were no explanations, no space for people to ask questions. It was confusing.

Actor #2 started her presentation as "a movie star", over confident, too close to the people, and was running back and forth.

Actor #3 knows his subject. He tried to link the subject with the aim of the meeting, but he did not manage to do this. He was confusing with his "marathon" going back and forth.

Actor #4 should have summed up, to conclude, to link and relate everything together. It was confusing. He tried to impress the Audience.

THE REPORTERS' REPORT FOR SESSION #1

Title: "Hand by Hand Clean Land"

Date: 15th October 2003

Context:

The Friends of Earth Organization is going to organize a youth exchange in Maiin about "Environment and Future". They asked you to organize meeting for the local people in how to protect the environment in this area in order to be ready to host this international youth exchange.

Actors: Ghada, Reem, Derar and Samer Z. from Group #1

Reporters: Neamat and Amjad

The requirement of the session was fulfilled and the team group followed the guideline.

The topics were covered within the given time. The session started on-time at 1130, with a brief on the context of the Euro-Med Youth Program, covering the value of the Program (Actions, ICD, etc.). It finished at exactly 1230.

The tools used were effective and adapted to the topics they presented such as:

- PowerPoint Presentation to show the objectives and actions of Euro-Med Youth Programs.
- Creative thinking methods by making local people participate and share ideas.
- Questionnaire containing pictures.

They created some innovative methods to transmit their ideas to the audience like distributing questionnaire contains pictures in order to clarify the awareness about environmental protection, and the title of the session "Hand by Hand Clean Land" was good.

The Presentation Sheet was available to everybody.

They covered their topics about environment, but they did not talk enough about Youth Exchange.

The team work was not unified. They neglected the room arrangement, i.e. the lighting, set up of the chairs, screen.

Some of them were not flexible, not paying enough attention to the audience, weak eye contact and lack of confidence. But some of them were active actors and motivated. Their voices were clear.

Their interaction with the audience ranges between weak and good. But generally it was okay.

The questionnaire with the pictures can be considered good feedback for information. They repeated the topic of protecting the environment aimlessly, and they didn't link it well and logically to the Action 1 of the Youth Exchange.

The introduction had fruitful information, but the way of presenting had many errors. For example, they focused on the Observers without giving much attention to the Audience. This did not attract the attention of the Audience very well.

The conclusion was a repetition of the previous ideas, and lacked the good linkage to the ideas presented with the Action 1. However, the goals of the presentation realized the concept of the awareness about the environment protection very well, but without linking them well with the activity of Youth Exchange.

THE TIP FOR SESSION #1

"How to express your point clearly"



FOUR POINTS:

1. Does my audience hear me?
The main tool is the voice, then the body.
 - How is my voice? It has to be like music, to touch others, to allow them to dream.
 - Its rhythm? Its tone?
 - How is my breathing?
 - My pronunciation?
 - My pauses?
2. Is my audience listening to me?
 - Is there eye-contact?
 - Are they attracted/interested?
 - Am I using precise words?
 - When you ask for a definition of something in your presentation, are you using words that are clear and exact?
 - Use familiar words; explain their meaning, if necessary.
 - Use explicit words that describe the concept.
 - Never allow the Audience too much time when asking them questions.
3. Do they understand me?
 - Was my information precise/clear/logical?
 - Was there a logical progression in my presentation?
 - Was it simple or too complex?
4. Do they accept me?
 - Have I attracted the attention of the audience?
 - Have I charmed them?
 - Have I created an atmosphere?
 - Have I shown them empathy?
 - Is there communication with my audience?
 - Do I put more attention to what I say or to the people whom I am speaking to?

Take care with the public. Use yourself as a "tool" to reach your audience. Bring the public to you.

SESSION #2 – PREPARATION SHEET

TITLE	Let's Become Mentors in EVS Projects – Bani Hamida Training Course 2004
AIM	To train EVS hosting organization's staff on how to be a mentor focusing on gender awareness
TARGET GROUP	Bani Hamida Women Organization Staff – These are poor women who work in handicraft in order to earn their living. They live in a distant rural area. They have previous experience in hosting national and international volunteers. Now, they need training in mentoring issues for an approved EVS project.
MATERIAL NEEDED	Internet, flip chart, markers, pens, computer, audio visual, materials, stationary, resources: people, books
DESCRIPTION	<ul style="list-style-type: none">• Several meetings concerning the work plan• Define target group and their needs• Prepare the training course program, needed tools• Prepare Flip charts
TOOL TYPES	PowerPoint Presentation, flip chart
WORKING LANGUAGES	English and Arabic
SUBMITTED BY	Group #2

The team members of Group #2 took turns to briefly present what they will talk about during the session.

Actor #2 gave a brief view of Euro-Med through Flip Charts that she had prepared in both English and Arabic using different colored pens.

Actor #3 began his presentation by asking the Audience to agree or disagree about certain statements, which he had written on a flip chart. The flip chart had statements regarding the gender concept so that the attitudes of the Audience would be known.

Statement		Agree	Disagree
1.	Men are more rational than women.	5	4
2.	Working as a Secretary is only for men.	3	6
3.	Women's biological nature prevents her from working in medicine.	0	9
4.	Working women treat their husbands better than unemployed women.	0	9
5.	Working women have more independence than unemployed women.	8	1

Following the flip chart exercise, the Audience was shown a music video clip, which was a hit in the 1980's. The song is titled "Addicted to Love", by Robert Palmer. The video clip showed a male singer and five attractive women as the band members.

Following are the Audience's comments on the video clip.

- It is unusual to see women in a band playing instruments.
- It showed effective participation of women.
- The video clip is using women as a marketing tool.
- It is abusing women.

The Audience was then shown a second music video clip, titled, "Man, I feel like a Woman", by a female singer, Shania Twain. The band members were five attractive men.



The comments by the Audience were:

- There is equality.
- The woman singer is better than the man.

After the comments, the Audience was divided into two groups to discuss Gender Balance and then to give feedback from each group. Fifteen minutes were given to the Audience to discuss the issue.

There was soft background music by the popular Lebanese singer during the working group discussions.

The results:

- Males and females are equal with good cooperation between them.
- 70% of tradition needs to be changed because it is too old fashioned.
- Most famous men are chefs.

Actor #4 presented the Project aims and objectives.

Actor #1 discussed Actions 1, 2 and 5.

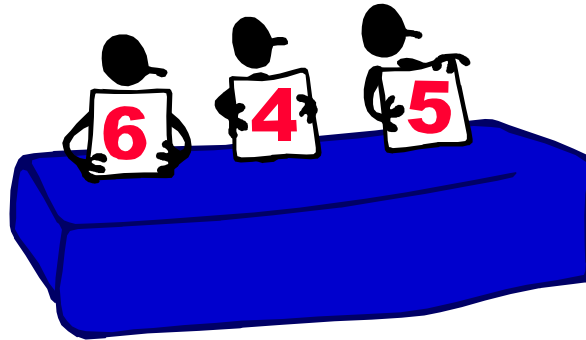
In conclusion, the Audience was shown two brief video clips; the first showing how a man quickly and easily parked his car between two others. The second clip showed a woman not being able to park her car between two others, and therefore, she "pushed" the car to fit into the parking spot.



DE-BRIEFING FOR SESSION #2

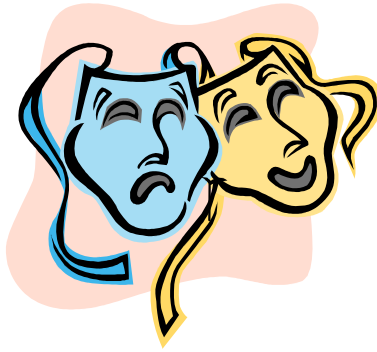
The Chairperson gave the floor to the Observers and then to the Audience to evaluate and comment on the Actors and the presentation as a whole.

THE OBSERVERS AND THE AUDIENCE



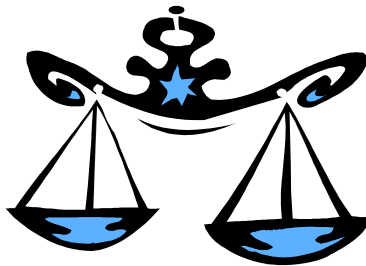
- The content of the Presentation was not confident.
- There was lack of preparation for the discussion about Gender Balance. By talking in general about a topic, it takes much time, and does not give the maximum benefits.
- By showing Gender Balance through video clips only gives a narrow perspective. Better examples could have been given instead of the two music video clips that were chosen.
- The last two clips with the cars were not convincing especially to people of Bani Hani. It does not relate to them.
- The hand-writing on the flip chart was difficult to read and was tiring.
- There was a lot of solidarity in the Group. Wherever one went, the others followed.
- When the groups were divided, the issues to be discussed were not clear.
- The opinions of the Audience regarding the working group discussions should have been documented by the Group members.
- The last two video clips were not realistic.
- Actor #1 was good with good tone of voice and body language.
- Actor #2 looked very stressed and tired.
- Actor #3 looked very tired even by the way he was standing.
- Actor #4 had a small role.
- No one welcomed us as the Audience.
- There was no introduction to their Presentation.
- It felt that we as the Audience were in one group, and they, as the Presenters, were in another one.
- No spirit in their presentation. It is as if they were giving us this information by force.
- The explanations were not good.
- Actor #2 seemed a bit stressed.
- It was impressive that one Actor read in English while the other in Arabic.
- The video clip with women's legs was a wrong tool for the society of Bani Hani.
- We are Arab, and our culture is frightened by these types of clips. The tools must be changed to convince the people.
- The topic of Gender Balance is a challenge, so it is not easy because of the conservative society. The people addressing these issues should really be qualified. The tools and methods should carefully be chosen so as not to mislead and cause misunderstandings.

ACTORS



- Yes, the subject matter was complicated even for us. You, as the Audience, focused on some things that we were not doing. The aim of this Multipliers Training Course is to show four people how to present a training course, so we have to divide our tasks. Bani Hani have done international work, so this society is not so closed, and they have experience in these types of clips.
- Today's Presentation was a session of a 5-day training course. There was no need for a welcome.
- The staff already has experience in hosting national and international volunteers. They are open-minded. Some of the people are educated, so the content of the video clips is not new to them. The people of Bani Hani are not as closed as you think. Everyone has satellites.

TRAINERS



Trainer #4:

- It was well organized work. Good team work.
- The video clips were not a problem.
- I did not understand the reason and result of the Presentation.
- In the working groups, there was no facilitation by the Actors. The exercise was not clear for the participants.
- The ending was abrupt.
- Actor #1 was clear.
- Actor #3's voice was not clear, and continuously said, "eh, umm".

Trainer #1:

- The Group started well, but then went down.
- The Group had divided the tasks before in the preparation, but did not continue this work in the Presentation.
- The tools used were okay.
- The materials used and the exercise were not clear how they related to the training.

- The two working groups were too close to each other. There was one facilitator, then suddenly he left, and another replaced him.
- There was no plenary after the working group discussions.
- There was no "thank you" at the end.
- No questions were asked for feedback.
- Actor #1 was confident and clear.
- Actor #2 for a while, was stressed and looked confused, but then she improved.
- Actor #3 knows content, but I did not get his message.
- Actor #4 was smiling too much.

Trainer #3:

- There were a lot of improvements from the morning.
- There was eye contact. The Actors were close to the Audience.
- The lighting and preparation of the room was good.
- The program was well prepared, and the information sheet was on each person's chair.
- There was good team work, and it was done directly in the context.
- The Presentation was good in English and in Arabic.
- The links were good.
- However, after a while, it got messy. The roles were not clear regarding the exercise.
- The Audience and Actors began to interact with each other.
- The Team did not take care of the exercise after the working group discussions finished.
- As for the ending, there was no conclusion.

Trainer #2:

- At the beginning of a Presentation, there must be an impact. At the very end, you have to make sure that your goal was reached.
- In between, there were a lot of ideas, with potential. The work was good. The members of the Group answered to the requirements of the exercise.
- This is like a game. As team members, you have to be in the game.
- A note for the Audience: Make evaluation according to the situation, and according to what the Actors had to do.
- The Actors used short video clips to make an impact.
- Reflect on how to develop what you want to do in reality. Use your voice, your body.
- The training has to have a rhythm. Someone needs to give rhythm in each training course.
- I was impressed by the quality of comments.
- Avoid being too emotional.
- The quality is there. Use it.

THE REPORTERS' REPORT FOR SESSION # 2

Title: Let's become EVS mentors - Training Course

Date: 15th October 2003

Actors: Al Tayebb, Muntasar, Naemat and Heba from Group # 2

Reporters: Duaa, Samer Z., Serein and Waleed

Target group: Bani Hamida Women

Subject: Gender Balance

Report:

1. The requirement of the session was fulfilled and they followed the guideline. They prepared the room (put place for the observers, reporters and the audience) and distributed the program table and the sheet.
2. The time of the presentation was 55 minutes.
3. They did not welcome the audience, and they didn't represent themselves as a team.
4. The time management was good.
5. The context of the Euro-Med program was presented in both Arabic and English on a flip chart. On the same flip chart, they explained the value of the program.
6. The material used was adapted to the presentation in the flip chart because they used both languages which is positive. However, the video clip that they used was not suitable to the target group.
7. The idea of the using the video clip was creative and the way they distributed the program among them.
8. The presentation sheet was clear, describing everything.
9. The organization of the presentation was good and the tasks were distributed between the team members. In the exercise, they did not give enough information for the groups what to do.
10. They used different methods such as group discussion.
11. The team work was good and obvious.
12. Tools used: The flip chart was effective, the video clip was good but the content was not suitable to the audience.
13. Body language was used from some of the actors, but not all. The voice was low for some of them. They moved a lot. Some times they did not make eye contact with the public.

14.They interacted with the audience by asking questions.

15.The team had no role in the feedback from the audience.

16.The idea of the presentation was linked to the topic of the session (gender balance).

17.There was a logical flow and continuity in their presentation. They started from general and went to specific.

18.The introduction was not attractive, and there was no conclusion for the session.

In general, the goals of the presentation were met.

THE TIP FOR SESSION #2

I . R . A .



Information

- Did they give the required information regarding the program?
Yes.

Reflection

- Did they reflect?
Yes, they did.

Action

- Was there enough action?
No, there was lack of it.
- The video clips are not action.
- The team members moving around is not enough action.

SESSION #3 – PREPARATION SHEET

TITLE	European Voluntary Service (EVS) Information Meeting
AIMS	To encourage young people with less opportunities to learn about the EVS Project to assist them to integrate into societies
TARGET GROUP	Young people from the SOS Village, aged between 18 – 25 years
MATERIAL NEEDED	Data Show, map, flash cards, flip chart
DESCRIPTION	<p>The information meeting will begin with a 5-minute introduction on EURO-MED, to be followed by a 5-minute exercise, and then a 15-minute PowerPoint Presentation about EVS. The audience will be given the chance to ask questions after the presentation. It will be followed by an interview with a volunteer for 20 minutes.</p> <p>A test game regarding the EVS for 10 minutes will be presented. The meeting will end with a wrapping up.</p>
TOOL TYPES	<ul style="list-style-type: none">• PowerPoint Presentation• Interview with a volunteer• Two exercises: one with a map, the other with flip chart and flash cards
DISTRIBUTION OF WORK	<ul style="list-style-type: none">• Introduction presented by Actor #1• Map exercise organized and presented by Actor #2• Presentation organized by Actor #3 and #1, but presented by Actor #3• An Interview with a volunteer carried out by Actor #1• Test game (True, false in the EVS) organized and presented by Actor #4• Wrapping up by Actor #1
SUBMITTED BY	Group #3

Actor #1 gave an introduction and explained to the Audience who they are. She proceeded to give a brief about the Euro-Med Program. She said that for every project there are aims and objectives.

The aims are

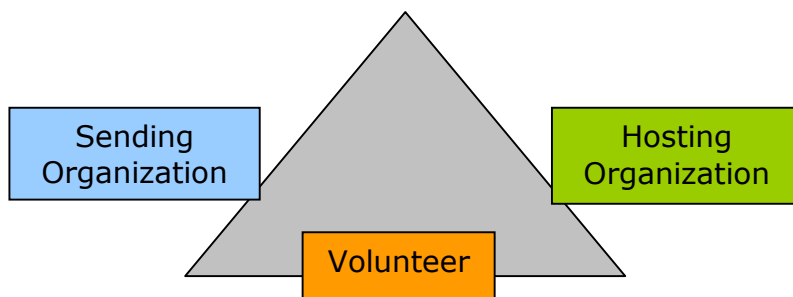
- To integrate
- Provide mutual understanding
- Increase the importance of youth organizations

Actor #2 led an activity using a map of the world to refresh the Audience's memory of which countries are represented in the Euro-Med Program. She asked the members of the Audience to put different colored pins (red for E.U., and green for Meda countries) on the relevant countries.

Actor #3 talked about what an EVS project is. She asked the Audience questions and gave explanations when needed. The Actor asked the Audience to share their own experiences in Euro-Med projects, specifically Action 1. She would repeat key words to confirm and/or emphasize her message.

Following her introduction to Action 2, the Actor gave a PowerPoint Presentation entitled, "Why Take Part in EVS?" The criteria for taking part in EVS were explained. The role of the three partners (the Sending Organization, the Hosting Organization and the Volunteer) was presented.

Below is the illustration she used.



There were comments from the Audience during her Presentation:

- We can have many advantages from the two activities. We can exchange information, and have bi-lateral relations.
- For EVS, the volunteer can see my culture through my everyday life, and I can also see his culture.
- Action 2 can encourage social integration.
- When I would return to my country after being a volunteer, I will have more information than before I left.

Actor #3 told the Audience that it is not necessary to find so many things in common with another culture. But instead, can find ways to communicate with others from different cultures.

Finally, Actor #3 summarized her points about Action 2, thanked the Audience for the invitation to give them a presentation, and referred to the next speaker.

Actor #1 re-took the floor, and began by telling a story about Swiss chocolate. Then she introduced their guest: a volunteer from Italy.

The Volunteer is doing EVS, and shared with the Audience her experiences. She has so far been in Aqaba for one month, and has six more to go. She is living with a Jordanian family, which has given her the chance to know more about the culture and the people.

Actor #1 began by asking the Volunteer a few questions.

1. What did you expect before you came here?
2. What do you think of the EVS Program?
3. What could you tell the youth here?
4. Would you recommend to them to do EVS?

The Volunteer replied by saying that the EVS experience makes one richer. The person learns about how to work in a certain field, but more importantly, the person learns about another culture.



An interview with a volunteer from Italy

1. What's your name?
2. Where do you come from?
3. How did you find out about EVS?
4. Why did you apply to volunteer?
5. When did you start your volunteer work in Jordan?
6. Where are you volunteering?
7. What did you know about Jordan? Did you find it the same way you thought it would be?
8. What about the language? Did you take any courses?
9. Can you tell us about your sending organization?
10. Responsibilities (how did you they assist you?
11. What did they provide you with?
12. Can you tell us about the hosting organization?
13. Where do you get your allowance?
14. What can you tell us about your experience as a volunteer?
15. Do you advise young people to participate in the EVS program?

Two of the members of the Audience asked the Volunteer questions.

Q1: Can you offer any skills to the organization where you are doing EVS?

Volunteer: I didn't have any experience in this field. Living with a family, brings you closer in touch. There is one week training of each person's project within the organization.

Q2: What difficulties have you faced?

Volunteer: It is not easy to leave your own country, family, food, language. You meet, you know, you feel. There is a solution to every problem.

Actor #4 presented a True or False Exercise about EVS. She distributed two pieces of paper to each member of the Audience. One piece of paper was pink for False, and the other was yellow for True. She divided the Audience into two groups.

The statements and results were:

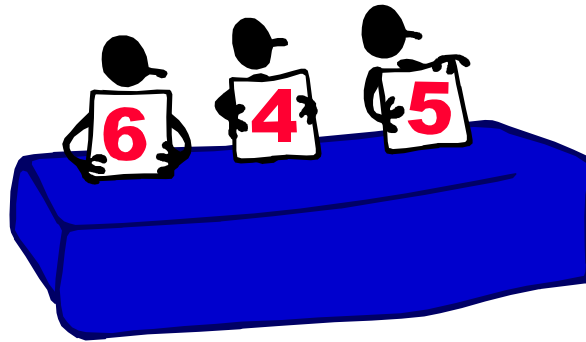
	Statements	Group A	Group B
1.	Nigeria is one of the Program Countries.	T	F
2.	Volunteer should be 18 – 25 years of age.	T	T
3.	The 3 Partners are: Volunteer, Organization, and Government.	T	F
4.	There are 14 Med and 15 E.U. countries.	T	T
5.	To apply for EVS to the European Commission, the dates are 1 st February to 1 st June, and 1 st June to 1 st January.	F	T

Actor #2 took the floor and distributed a piece of paper to everyone with the Group's contact details.

Actor #1 asked the Audience to summarize what they had understood about EVS. She then proceeded to summarize the EVS criteria, the aims and objectives of the Euro-Med Program. She closed the Presentation by thanking the Audience, and by encouraging the public to participate in the Euro-Med program and to become a volunteer.

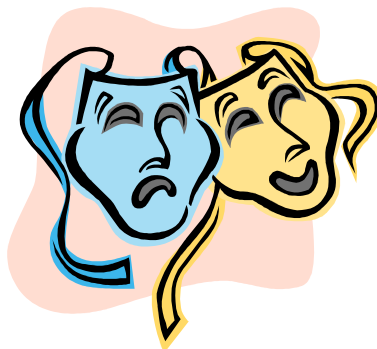
DE-BRIEFING FOR SESSION #3

THE OBSERVERS AND THE AUDIENCE



- The Actors were all good, except for Actor #2, which was not active. The roles should be divided equally.
- The Presentation was nice and brief. It reached the aims and goals.
- The map exercise done by Actor #2 was ambiguous. She should have told the participants which countries were the correct ones.
- The link between the story telling of chocolate and the volunteer was not clear.
- The idea to bring in an EVS volunteer was good.
- Actor #4 has a clear voice, but kept saying, "Yah". Actor #1 was repeating, "Okay".
- It is better to introduce the team members instead of self first.
- The conclusion was very good with feedback from participants that they needed.
- The PowerPoint Presentation slides should have been synchronized to what the Actor was saying.
- Different tools were used, such as surprises, PowerPoint Presentation, games.

THE ACTORS



Actor #1

- Explained the relation to the chocolate and the volunteer, that it was a sweet surprise

Actor #2

- Apologized for not having introduced the countries, but felt that the Audience should have known them.

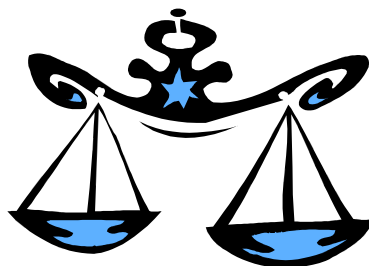
Actor #3

- Apologized for mistake regarding ages on her PowerPoint Presentation

Actor #4

- Thanked the Audience for the points regarding the group, and noted that all comments were correct.

THE TRAINERS



Trainer #1:

- The methods used were good. The tool was the PowerPoint Presentation, and the example of EVS was the Volunteer.
- Actor #1 spoke to the target group, and had a good conclusion.
- Actor #3 was very clear in her presentation. She activated the Audience. It was an open-discussion. She connected the idea of Action 1 to EVS. Actor #3 has self-confidence, but was not sure about 1-2 points regarding the Euro-Med Program.
- Actor #4 was not clear.

Trainer #4:

- Good team work. Well organized.
- Lighting for data show needs to be considered
- There was no feedback for Actor #4's exercise.
- There was active participation from the Audience because the Group put created the atmosphere.
- The energizer affected the atmosphere of the presentation in a positive way.

Trainer #3:

- The group answered the request and fulfilled the requirements of the presentation.
- Peer education was done by the volunteer.
- There was a good atmosphere created, and the Audience was interactive.
- The information presented was in a simple and clear way for Audience to understand.
- The group was on time, and had an ending to conclude the presentation.

Trainer #2:

- There was no presentation form. It was not perfect.
- Take care not to evaluate how it was, and what they did.
- Voices were heard today from the Audience, even though I could not understand them, they were clear.
- Perhaps the preparation group/Actors should define rules of the public.
- The public knew a lot in this situation, but would they really have?
- The PowerPoint Presentation, its colors, text size, technical point of view, should be used as a tool, making sure you choose the right person to spread your message.

- The weak point of the hour is that even though it was an information meeting, at some moments, it was a training course.

THE REPORTERS' REPORT FOR SESSION # 3

Theme: Develop EVS projects to assist the less opportunity young of the SOS village to integrate into their societies.

Date: 15th October 2003

Actors: Cider, Tala and Ola

Reporters: al Tayeb and Samer T.

Context:

Group 3 was requested to prepare an information session under the name of "encouraging young people to learn about EVS (European voluntary service) to assist them to integrate into societies". Group 3 prepared the session and presented it.

Session occurrence:

1- Introduction about the community:

An introduction about the target community was given to the audience so they can interact with the session and behave as they were the target group.

2- Introduction about Euro-Med:

The group presented a brief introduction about Euro-Med. A flipchart was used in the introduction. A general idea about Euro-Med was shown to the audience, the introduction was made in an interactive way in which questions were asked by the actors to involve the audience in the presentation.

The methodology that was used is Trainer to Trainee in general.

An exercise was used to educate the audience about the countries where the Euro-Med program is applicable. The idea of the exercise was to put pins on a world map, the red pins were used to be put on the program countries and the green pins were to be put on the countries out of the program. The result of the exercise was not explained to the audience and their feedback was not taken into consideration. However, the audience interacted with the mentioned exercise.

3- Presentation about EVS:

A detailed powerpoint presentation was used to educate the audience about Action 2 (EVS). Firstly, a definition about voluntary services was explained to the audience. Then the criteria of a successful EVS program was presented.

Good interaction was made with the audience through questions and comments from both sides. Some of the information that was presented by the actors was not accurate, such as the allowed age of the volunteer and information for the youth exchange program (Action 1) was mixed with the EVS program.

The presentation lasted for 15 minutes according to the presentation sheet that was distributed by the actors. There were some technical problems with the equipment used, especially the data show. Some of the observers and audience mentioned that they could not see the screen well. However, the overall

evaluation of the actors and the event was very good. Confidence was shown by the actors that carried out the presentation. Also, logistics were well handled.

4- Interview with a volunteer:

An interview was made with an Italian volunteer working in the Jordan Royal Ecological Diving Society (JREDS). Questions were raised to the volunteer by the interviewer, and the questions varied from general issues to more specific ones. The audience was allowed to participate in the discussion that took place during the interview. Before the interview an example was illustrated by one of the actors, the main idea of the example was that its better to try by yourself than to hear from other people. However, the example was not completely understood by the audience. The overall atmosphere of the interview was good and the audience appreciated all the information they got from the discussion. The interview lasted for 20 minutes. The event was properly conducted and the time limits were met according to the presentation sheet.

5- Feedback Exercise

An exercise was done at the end of the session to measure the knowledge of the audience in the Action 2 program. The audience were divided into two groups, the groups were asked several questions regarding Action 2, and the results were illustrated on a flipchart. The majority of the participants got the right answers, which means that they had a good idea about the Program. The exercise was not full explained to the audience. It was finished within the time limits as presented in the presentation sheet.

6- Closure

A brief about all the session was presented by one of the actors. The audience was thanked for its participation, then the session was closed.

7- Conclusion

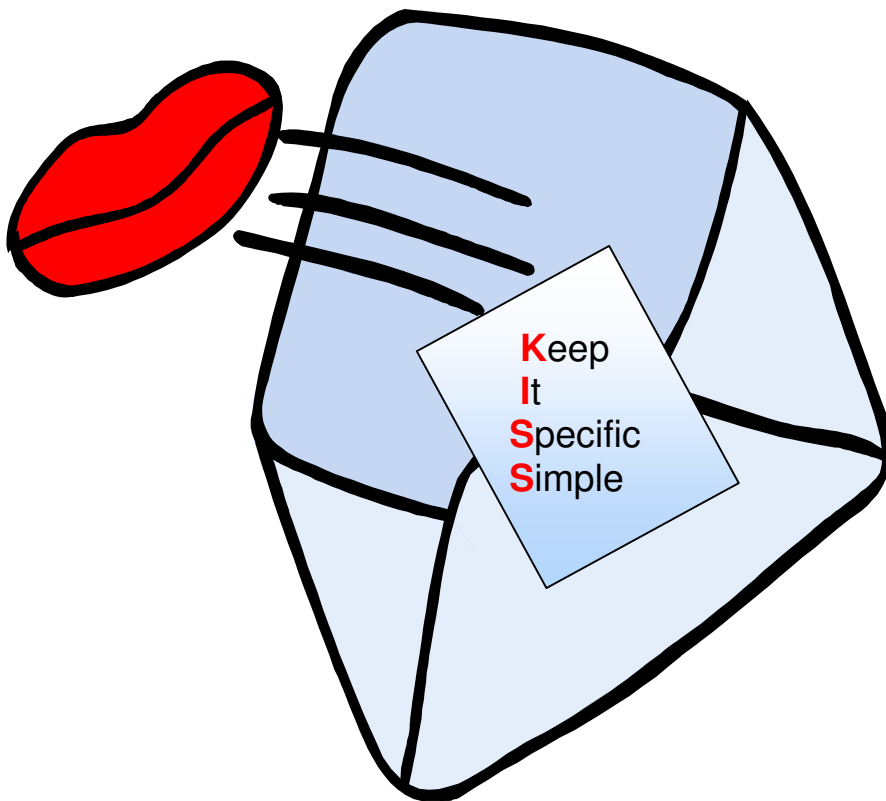
Overall, the session was interesting and informative. The time was respected, and time limits were met in general. The material used was adequate to the target group. The teamwork was obvious between the actors. Logistics were well prepared, and many tools were used, such as data show, flipchart, map, flash cards, lap top and markers.

The goals of the presentation were met to a far extent.

Positive and negative comments were mentioned by the observers, especially regarding the lack of exercises explanation and the gestures and body language of the actors. However, the overall comments were positive.

Also positive and negative comments were mentioned by the team members of which an explanation of the situation should have been handled to the audience before starting the session. It was also mentioned that the session should have been more specific and simple. The overall style and attitude was good, a good interaction occurred between the audience and the actors. Also it was mentioned that it was more a training than an information session. At first, it was adapted well then it was less adapted to the situation.

THE TIP FOR SESSION #3



SESSION #4 – PREPARATION SHEET

TITLE	Euro-Med and Fighting Racism and Xenophobia, Training Course
AIM	To give an overview of the fields of work of the Euro-Med program especially in fighting xenophobia and racism under the framework of religion and mutual respect
TARGET GROUP	The Islamic Moderate Party Board – They are members of a new party, and would like to show the real face of Islam: open-mindedness, accepting and respecting others while maintaining their beliefs.
MATERIAL NEEDED	Data Show, computer, flip chart, resource books
DESCRIPTION	<ul style="list-style-type: none">• Short introduction of the Actors and the Audience• Use of prepared flip chart with Euro-Med presentation• There will be possibilities for the Audience to ask and comment on the presentation• Present the opportunities of using the different Euro-Med Actions to create future projects• Short exercise to measure Audience's understanding of the Euro-Med Program, and how to use its actions in dealing with foreigners and inter-religious issues
TOOL TYPES	PowerPoint Presentation
TOOL TOPICS	Xenophobia and racism
SUBMITTED BY	Group #4



Actor #1 introduced the Team members, and explained to the Audience the reason they were there was to talk to them about Action 5.

A new approach was used when the Actor asked the members of the Audience to introduce themselves and to state their expectations. While the Audience was each saying what their expectations were, Actor #2 was recording their statements on the flip chart.

After that introduction, Actor #3 read the daily program to the Audience.

Actor #1 refreshed the memory of the Audience by giving a brief history of the Euro-Med Program through a PowerPoint Presentation.

Actor #2 gave a lengthy presentation about Action 5 and its Support Measures through a PowerPoint Presentation.



Actor #4 distributed a piece of paper with case studies. She divided the Audience into three groups to discuss the cases. Fifteen minutes were allowed for discussion.

Actor #3 explained that the groups will discuss the cases, and decide which Activity from Action 5 it falls under. She told them that they were allowed to use the User's Guide as a reference. She also brought to their attention that there was a chart on the wall, where each group will fill in which case suits each activity under Action 5.

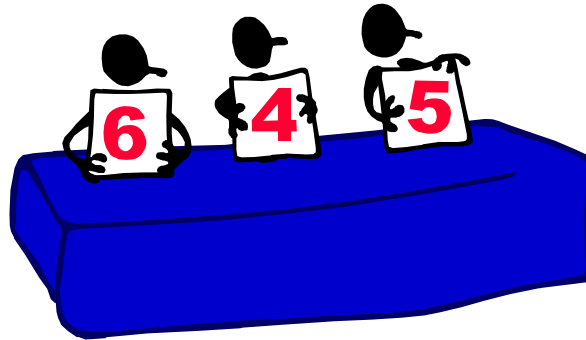
When the 15 minutes finished, Actor #3 asked them what they learned.

One of the participants from the Audience replied that he learned more details about the duration of each activity.

The Group's Presentation was cut off because their one hour had finished.

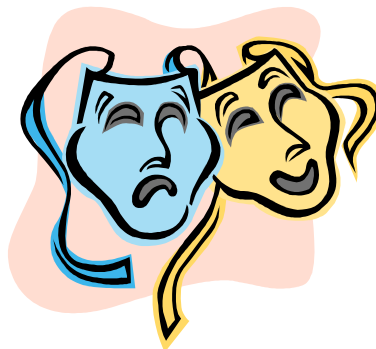
DE-BRIEFING FOR SESSION #4

THE OBSERVERS AND THE AUDIENCE



- Everyone's mobiles should be switched off.
- We should all respect time.
- Actor #1 has a low voice, did not have good eye contact. He stood in front of the screen, and so it was not visible to the public.
- Actor #3 has a lot of knowledge regarding the Program, but seemed nervous.
- Actor #2 obviously knows a lot of information about Action 5, but his voice was monotonous, and his movements were always the same.
- It was not a training session, but an information session.
- It was not clear which day of the program we were on.
- The voices of the Actors were not loud enough and had no tone.
- They avoided making the mistakes of the previous groups.
- The hand-writing on the flip chart was not clear.
- The Presentation was too long. It should be simple and short because people will not be able to observe and get the summary of the Training.
- Lack of time management.
- It was a weakness that the Group separated the Audience into males from females. We are moderate. The Actors should have shown more tolerance and openness towards us.
- There was good team work, and it showed that the members worked hard.

THE ACTORS



Actor #1:

- I purposely made eye-contact with only males, playing the role of a member of the Islamic Party. That is also the reason for the separation of females and males for the Audience.
- Yes, my voice was too low, and that was because of lack of sleep so as to prepare for the Presentation.

Actor #2:

- A lot of information had to be given about the Support Measures in Action 5, and as a result, the PowerPoint Presentation was long.

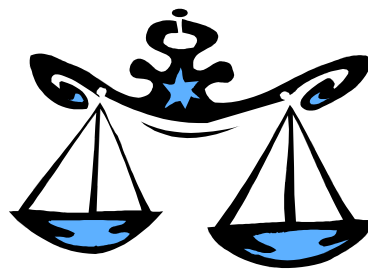
Actor #3:

- It was explained on the Information Sheet which was distributed to each member of the Audience who the Audience was and their role. From the comments of the Audience, it is evident that the Information Sheet was not read.
- Time management was practised, but not applied during the Presentation.

Actor #4:

- It is good to criticize ourselves.
- If we the Team followed what we had planned, the Presentation would have been better.
- Actor #2 took time from the others in the Group. However, it was a good job, because it was his first Presentation.

THE TRAINERS



Trainer #3:

- The Group had good intentions for their Training. They prepared the Audience how they should act and the context was very good.
- It was not explained where we were in the Program.
- The tools used are well known in SALTO Training Courses.
- Time management was lacking.
- To say "Welcome" is not necessary by all the Group members.
- The tiredness of the Actors was noticeable.
- Try to be more active and involve the Audience.
- Actor #1: His voice had the same tone. He would ask questions, but did not spend time to reflect on the answers, nor did he give feedback on the Audience's answers.
- Actor #2: He has a clear voice. He made a lot of hand movements, but he can use his hands in a better way. Taking into consideration that all of the information about Euro-Med is new to Actor #2, it was impressive to see how well he explained everything. It showed that he has learned a lot about the Program.
- Actor #3: She had a facilitating role, and gave good support.

Trainer #1:

- Great team work.
- Actor #2 was very impressive.
- Actor #1 was very tired.

Trainer #2:

- Body language – take care on this point. The public is like an “enemy” at the beginning. However, you at the Actors have the power. They invited you.
- Instead of a PowerPoint Presentation, a few words can make up an activity explaining Action 5.
- The colors used in a PowerPoint Presentation should be chosen carefully. Yellow is not a good color for presentations.
- Repetition of words must be avoided so as not to waste time.
- There was a problem of balance, it seemed that it was more to inform than to train.
- The Question/Answer with the public was interesting.
- The last exercise was a creating one. It was not clear in the Presentation. It can be considered as a new tool.
- The Actors can do an energizer for themselves for their voice and body before doing their Presentation.
- Arabic and English can be used to provide key words.

Trainer #4:

- Take care with the data show and your movements.

THE REPORTERS' REPORT FOR SESSION # 4

Title: Improving Skills Using action 5 for Islamic Intermediate Party

Date: 16th October 2003

Actors: Dua`a, Amjad, Samer T, Aida

Reporters: Derar and Sameera

Report:

The following report summarizes the accomplishments during the Session.

There was lack of requirements of that session since there was no identification for the subject as well as using the body language.

Room arrangement and atmosphere: The actors could not control the audience. The screen was okay. The lighting was good. Set up of chairs: There was not enough space between the audience and the presenters.

Team work: There was a gap in performance. There was duality. The organization of the presentation was good, however, duality was there. The tools they used were good.

Time management: The actors went over their time.

There was a brief on the context of the Euro-Med youth program, but regarding its presentation it was a little bit feudalized. There was an explanation of the value of the program. The team has a lot of information about the topics.

The material for the presentation was adapted. They distributed a Presentation Sheet.

There was lack of creativity. The tools used, PowerPoint Presentation, Euro-Med User's Guide, over head projector, were effective.

Voice: For some actors, there was hesitation while speaking, like using sounds like "aaaaaaa", "oooooooo". The tones of their voices were not very clear.

Body language: some actors had nervous hand movements. There was good eye contact. However, the interaction with audience was poor, and the feed back was not enough.

They linked ideas with the session, and it was good. There was continuity and logical flow in their presentation. The goals of the presentation were obvious and were connected.

I was not really attracted to the introduction, but some how it was good. The general assessment is good.

THE TIP FOR SESSION #4



Starting Situation: Presentation of Action 1 and Action 2

Make an analysis of the initial situation.
What do we have to do? For whom?

Where do we want to take the public?

What is the common goal?

The Final Situation

What do you want to do?

What do you have to do?

The Final Situation must be done according to the Starting Situation.

The Final Real Situation

Measure what you did to what you had set out to do.
What did you do exactly?

The evaluation and analysis take place here.

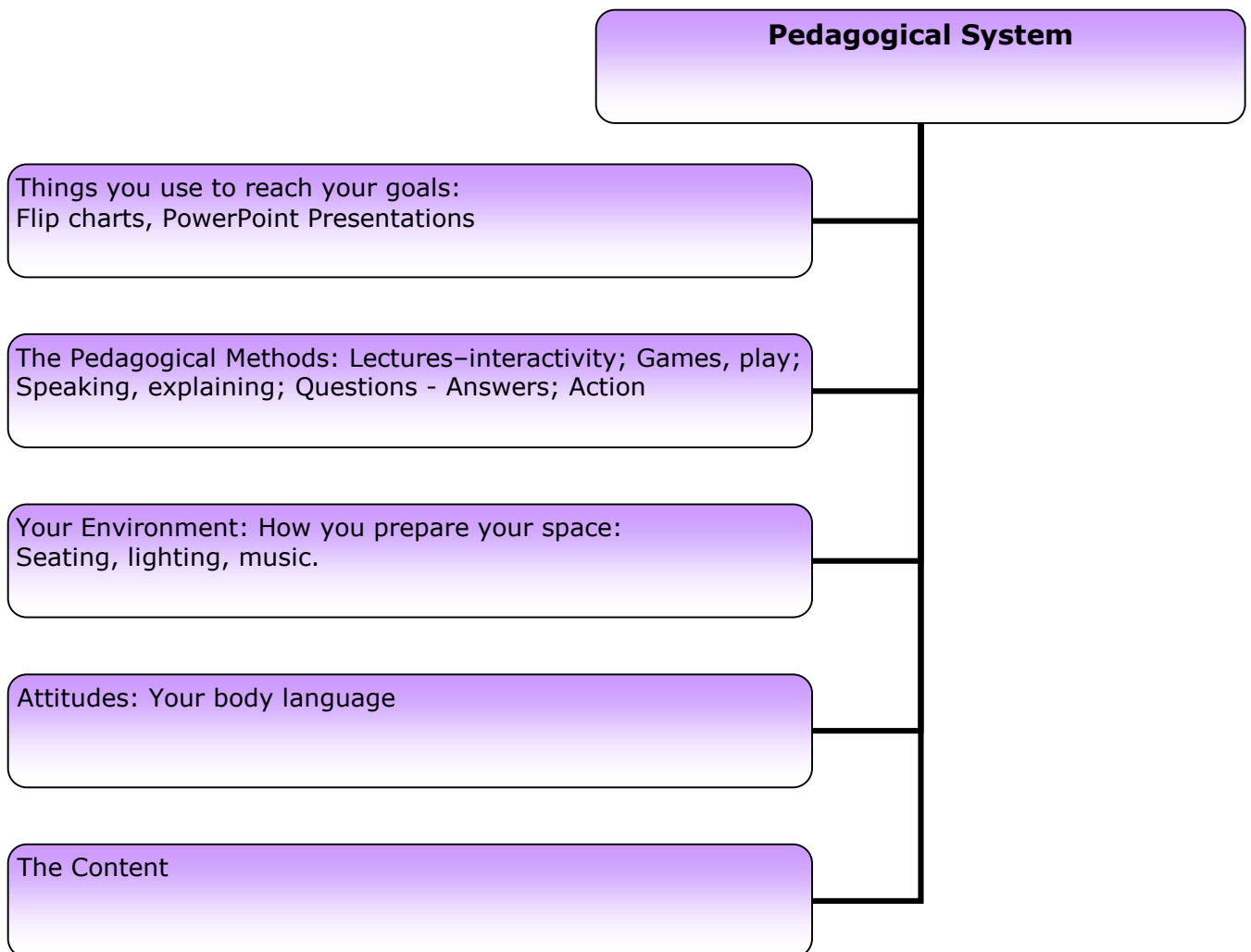
Accept feedback from others.
Make your own analysis.

The distance between the Final and Real Situations should be small.

Pedagogical Objectives

Which tools will you use to reach your objectives?
Education is what we want to reach.

A Pedagogic is someone who delivers education,
and uses different methods to reach that goal.



SESSION # 5 – PREPARATION SHEET

TITLE	Young Women and Young Men of Wadi Rum Information Meeting
AIM	To inform and convince the local young people about the opportunities they might get from the Euro-Med Youth Program
TARGET GROUP	Youth from Wadi Rum
MATERIAL NEEDED	Flip chart, pen, pictures, field, visit in Wadi Rum, statistic from local organization which conduct research in the Wadi Rum
DESCRIPTION	A method that will be used is to show pictures of other youth, Jordanian and foreign, participating in Euro-Med youth programs. An introduction of youth exchanges in Euro Med.
TOOL TYPES	<p>The tools used were adopted according to the target group's ideology. They are Bedouin.</p> <p>Since generosity is one of their most important qualities, a tent was chosen to do the presentation, where the different parts of the Euro-Med Program were connected to parts of the tent; part by part making the tent as one unit.</p> <p>The tent was opened for the visitor through the Euro-Med program, welcoming him into the tent according to the Bedouin customs. Ropes and supporting columns were used in the structure of the tent, metaphorically for the Euro-Med Program elements. The supporting columns represent: youth exchanges, EVS and support measures. Ropes were for the structures: EU Commission, National Agencies, National Coordinators and SALTO. Fire was used to represent what a youth exchange is not.</p> <p>These elements were connected in order to produce a simple way for our target group to understand the Euro-Med Youth Program.</p>
DISTRIBUTION OF TASKS	Two actors searched for information about the local environment in Wadi Rum and how people live there. The third actor conducted interviews of the locals during a field visit to Wadi Rum.
WORKING LANGUAGE	Arabic with a Bedouin dialect
SUBMITTED BY	Group #5

During a field visit to Wadi Rum, the participants interviewed the locals and gathered information for the presentation.



Group #5 preparing the flip chart.



The setting was in a tent, on the roof of the hotel. Actor #1 began the session by giving facts and figures about the population of Wadi Rum.

Actor #2 took the floor, and distributed a detailed sheet of paper with statistics about Wadi Rum. He was asking the Audience questions, and the members of the Audience were replying enthusiastically.



A Flip Chart with small flags of all the E.U. and Mediterranean countries involved in Euro-Med was shown to the Audience.

Actor #2 asked:

- How did we come up with this idea?
- How can we do this process of intercultural learning?

He proceeded to give a brief explanation of the Euro-Med Program, underlining the importance of the Conference in 1996 being held in Amman.

Actor #2 continued his presentation using the flip chart to show his Audience that a house has supporting columns, and without them, it will fall down and ruin. The Group had designed a house with columns on a flip chart. He pointed out to the public the columns and their importance. When he would remove a strip from the columns, the members of the Audience were able to see that it represented one of the support activities of the Euro-Med Program.



He concluded his presentation by talking about SALTO and its importance as an institution.

Actor #3 took the floor to inform the public that he would brief them about the technicalities and aims of the Euro-Med Program. He told the people what Euro-Med youth exchanges are not, and that concept was represented by fire.

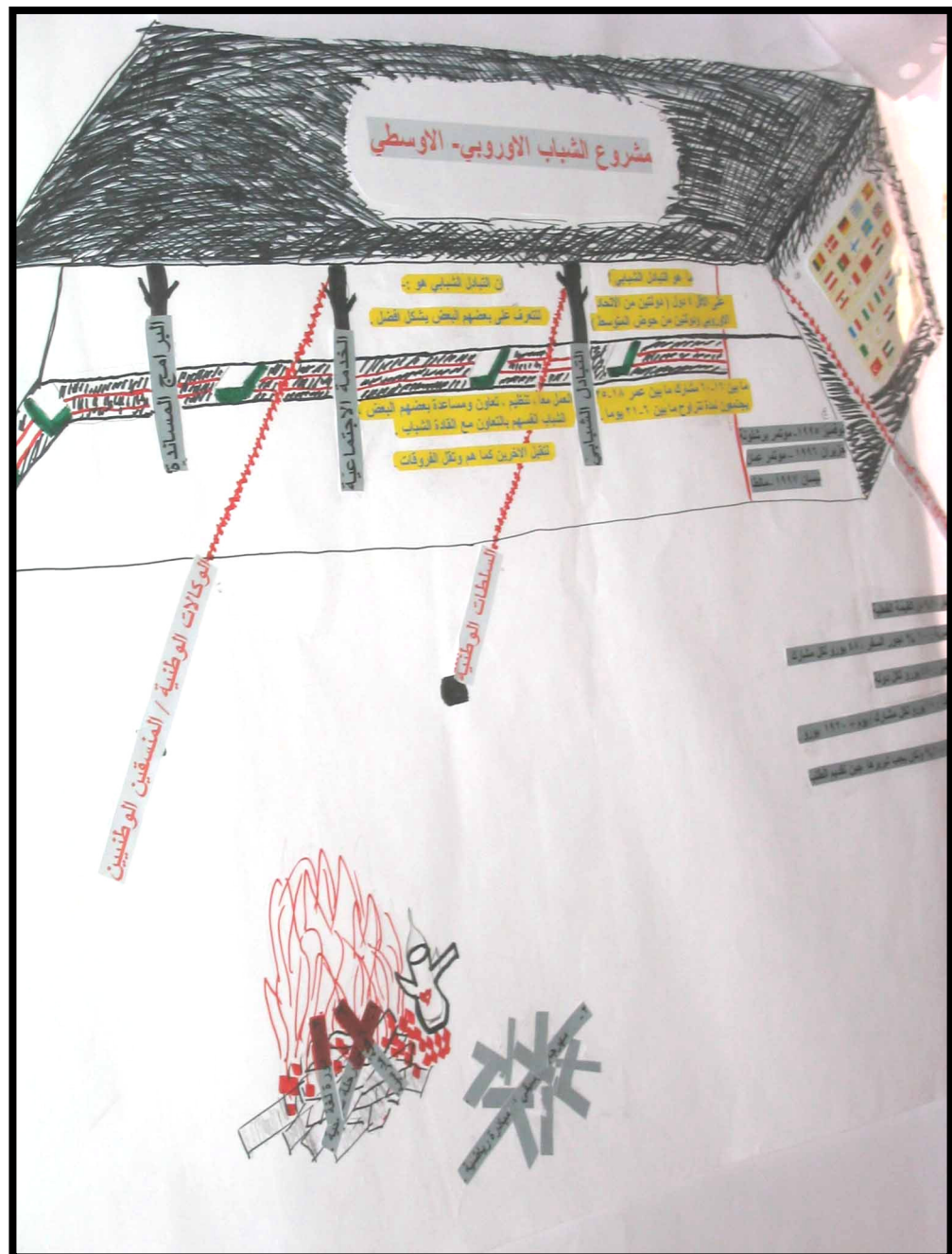
He informed the Audience that they will need to have many meetings to discuss the youth exchange, as well as how they will show the other people from other countries what Jordan is all about, and to show that Jordan is not just about riding camels.

He talked to them about the concept of Intercultural Learning, and explained it is what people wear, what food they cook, and how they live. He tried to convince the members of the Audience that they should go abroad to see others' cultures too.

Actor #1 asked the Audience, "Why do we accept foreigners coming here to Jordan? Why don't we also go to their countries?"

She reassured the public that they, as Jordanians, will not lose their customs, but on the contrary will be more proud of their culture and heritage.

Actor #1 distributed a questionnaire to all the people present. It was in English and in Arabic. All the Actors from the Group assisted the Audience to fill out the following questionnaire.





Questionnaire about EURO-MED
in Wadi Rum 2004

1- Do you agree with the EURO-MED youth project?

Yes or No

2- Do you think that sending girls abroad to participate in youth exchange activities is.....?

- a- Impossible
- b- A good idea to increase awareness
- c- A good thing, but our habits and traditions prevent it

3- Which Action do you prefer to participate in the EURO-MED Youth Program?

- a- Youth exchange
- b- Voluntary service
- c- Support measures

4- Have you ever heard about this program?

Yes or No

5- After your knowledge about this project, do you prefer to participate and why?

Yes or No

6- What is your experience in the youth sector?

.....

.....

Prepared by: Group 5

Some of the members of the Audience disagreed about the Euro-Med idea of allowing young females to go abroad. Actor #2 tried to convince them that the aim is to get together and learn from other cultures, while at the same time maintaining their own.

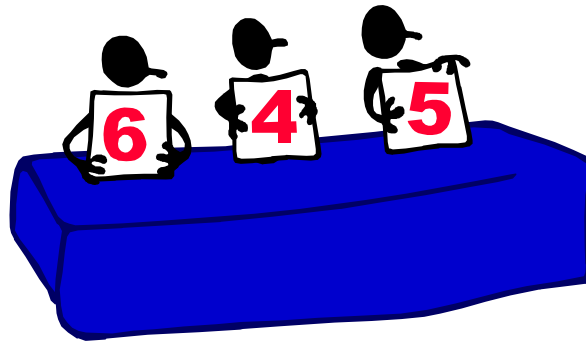
There was hesitation among the Audience. Only one member agreed to allow females to join a youth exchange.

The Group Members adapted to the situation by suggesting that the young female can be accompanied by her brother for this first youth exchange.

Finally, Actor #1 thanked the Audience for their attention.

DE-BRIEFING FOR SESSION #5

THE OBSERVERS AND THE Audience



- The setting was great, but it was too crowded. The Audience was able to sit on pillows as the Bedouins do.
- The tools were good, but the photos of the people were too small, and not clearly visible.
- The questionnaire was not appropriate for the Bedouins.
- The information session was clear and enjoyable.
- The body language was appropriate as the Bedouins do.
- The Group divided their tasks well.
- The tools were simple, but effective.
- The Group was well prepared and organized.
- An important tool, the psychological tool, was used to convince
- The Team was united.
- It was an enjoyable presentation.
- The tools express reality.
- Some participants came late to the Presentation. Actor #1, who had already begun her presentation, should not have repeated what she said.
- Good body language and use of key words.
- The drawing on the Flip Chart should have had larger writing to be easier to read.
- It would have been better to ask questions instead of using the questionnaire, since most of the Audience were not education enough.

THE ACTORS



Actor #1:

- Regarding the Questionnaire: We wanted all the information documented, and we helped the members of the Audience read and explain all the questions.

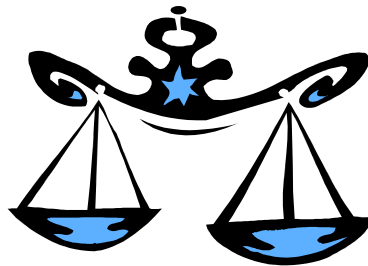
Actor #2:

- Without realizing it, I would laugh, probably out of nervousness.

Actor #3:

- It was the first time doing a presentation, and I liked it.

THE TRAINERS



Trainer #4:

- The Actors put us in the atmosphere of Wadi Rum
- The way they approached the target group to achieve their aims was appropriate.
- They involved the Audience in their Presentation.
- The questionnaire was a way to help the people of Wadi Rum deal with the Euro-Med Program, and to know that there will be some changes in the way procedures are done.

Trainer #3:

- Team work was smooth and easy.
- The Team members did a great job addressing the target group.
- The tools used were adaptive.
- The Team created the atmosphere with the Audience.
- There were questions from the Audience; however the Team managed to convince them through interacting with them.
- The Actors had good solutions to obstacles presented to them by the Audience.

Trainer #2:

- Excellent - The place, the situation, the Actors.
- The tent was symbolic. The philosophy to use it was so clear.
- When dealing with a target group with less education, you must be very open-minded.
- The drawing on the flip chart was a good tool to speak to young boys and girls.
- This exercise is transferable to other countries.

Trainer #1:

- The situation was real; the noise, the place, the arrangement of how people were seated.
- The role of the Audience was real.

- Actor #3 spoke too fast.
- Actor #2 used the local accent when he spoke. He used simple words. He spoke about the target group's fears, re-assuring them not to doubt the Program. He was interactive.

THE REPORTERS' REPORT FOR SESSION # 5

Title: "Information meeting about youth exchange with young women and young men of Wadi Rum."

Date: 16th October 2003

Actors: Serein, Waleed and Ziad from Group #5

Reporters: Ola and Ghada

Report:

The Actors fulfilled the requirements and followed the guidelines. There was good management of time.

There was a brief of the Euro-Med Program.

There was an explanation of the value of the Program about the 3 Euro-Med actions, especially Action 1- youth exchange, Intercultural dimension and the Thematic Priorities.

There was good adaptation of material to the presentation they were asked to do. Their creativity was obvious through the following points:

- 1- Choosing the place.
- 2- Letting the audience feel the atmosphere
- 3- Using the same accent and language of the local people of Wadi Rum .
- 4- Using a drawing of a tent to explain the Euro-Med program that suits the environment and the atmosphere that targeted the aim.

The Presentation Sheet fulfilled the requirements and was clear and simple. The teamwork was obvious in their presentation, in the tasks they distributed.

They presented their session in a real tent to be in the atmosphere and the audience sat on cushions.

The use of the flipchart to hang the drawings that they made, the questionnaire, the statistics about Wadi Rum, were effective.

The body language, the voices and the eye contact were considered and were good. There was a very good, interesting interaction with the audience.

One of the actors asked the public for feedback through the questionnaire, which led to discussions and comments.

The actors' ideas were linked to the topic. There was continuity and a logical flow in the presentation.

The introduction was impressive; it attracted the attention of the audience.

The conclusion wasn't enough and it didn't sum up the points of the presentation.

The goals of the presentation met to the optimum.

THE TIP FOR SESSION #5

How to Characterize Your Public - Better Analyze the Target Group



1. What level of knowledge does the target group have on the subject?
 - Find appropriate tools.
2. What is the level of expression of the participants?
 - Can they speak in public or not? If not, they should present.
 - Divide participants into groups.
 - Is the language adapted to the subject?
 - Should the subject be adapted to the language?
3. What is the level of motivation?
 - Be certain that the audience is motivated. If they are not, they will have to be encouraged to become motivated.
 - In the North, the target group is 'individuality'. Whereas in the South, it is more of a 'collective community'. Living in a society, there are certain rules in order to live better. Should the individual be 'pushed' in order to create identity, and then the community?
4. What is their experience about the subject and the training?

Test (Taste)
Analyze
Produce
Exchange (Evaluation)

SESSION #6– PRESENTATION SHEET

TITLE	Accepting Each Other Training Course
AIM	To prepare the hosting families of Dana to accept other cultures and how to deal with foreigners
TARGET GROUP	The host families from Dana
MATERIAL NEEDED	Scarf, chairs, a questionnaire and colored cards
DESCRIPTION	To find ideas towards our subject, going through several material, such as books, magazines and contacting people who are in Dana, asking them many questions regarding their life style, food, population and traditional life.
DISTRIBUTION OF WORK	Worked as one team
TOOL TYPES	Books, magazines, people, stop watch
TOOL TOPICS	Al-Reem Magazine, Knowing me Knowing You, Training Kit, historical places in Jordan and Mr. Henry from Denmark
FURTHER INFO/SOURCES	An interview with a volunteer who spent almost 2 months in Jordan, contacted many Jordanians who have been to Dana, as well as people living there
SUBMITTED BY	Group #1

Actor #2 reminded the Audience of being together for the past three days. The language used was simple so that her target group would understand what she was presenting.

She began having a group discussion with the Audience about how to deal with a foreigner in their village of Dana. She raised issues for discussion such as...

- 1- Respect the privacy of the foreigner
- 2- Helping them in orientation
- 3- Interfering with their privacy
- 4- Respect their culture and beliefs
- 5- Making fun of them
- 6- Food selection
- 7- Eating tools
- 8- Keeping them away from danger
- 9- Body language

Actor #1 listed a few facts about Dana. For example, most of the locals of Dana are old people. Illiteracy rate is 95 – 97% of the population.

She continued by saying that the program beginning is for four days. She began with the first day. The Audience was asked to move to the other side of the room, where on the floor were different colored sheets of paper regarding the daily program. The different colors represented the different themes.

Following is the example.

Accepting Each Other Four-Day Program

Energizer	Energizer	Energizer	Energizer
Presentation of Program	Exercise	Workshop	Group Discussion
Coffee Break	Coffee Break	Coffee Break	Coffee Break
Presentation of Euro-Med Program	Exercise	Workshop	Evaluation Feed back
Lunch	Lunch	Lunch	Lunch
Group Discussion	Inter-cultural night	Risk Assesment	

After the introduction of the daily program, one of the Team members asked a participant from the Audience to remove some of the colored papers.

The group was then asked, "Which colored paper and theme is missing?"
The Audience's memory was tested through this simple game.

Actor #3 began her presentation by blind-folding a member of the Audience. The Audience questioned the purpose of this exercise.

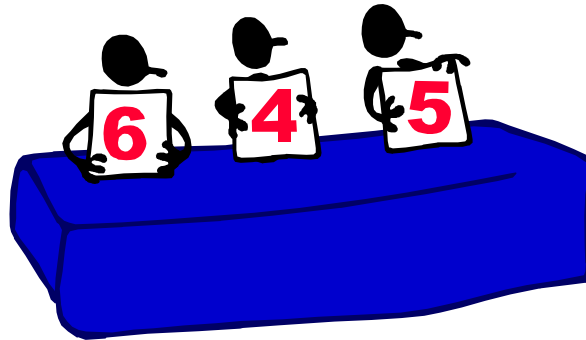
Actor #2 explained that when a foreigner goes to Dana, the hosts will have to guide him, since he will not be familiar with the environment or life styles of the people in the village.

Two of the Actors from Group #1.



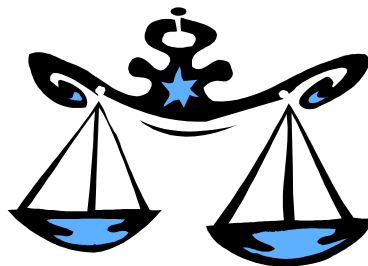
DE-BRIEFING FOR SESSION #6

THE OBSERVERS AND THE AUDIENCE



- Actor #1 linked the game to the Euro-Med Program, but he spent too much to illustrate his exercise.
- Actor #2 was interesting, simple, expressive, but used her hands too much.
- Actor #3 had a short role; however he was clear and self-confident.
- Actor #4 was active. Her game was good, but she should not act
- We were given the whole schedule by Actor #1 as if we were in the first day, and then Actor #2 told us that we were already in the fourth day.
- The method this group used was so different. They learned from the mistakes of the previous Sessions.
- Actor #4's style does not suit the target group, the conservative community of Dana.
- The Group was very creative.
- The whole team activated the Audience. Their tools were simple and their body language was good.

THE TRAINERS



Trainer #4:

- Team work has improved - more organized.
- To repeat something is good sometimes.
- Regarding the Blind Folding exercise: To be a guide for someone, you have to first build the trust of your partner.

Trainer #1:

- The Group was relaxed, confident. They improved a lot.
- There was eye contact, body language.
- Good distribution of tasks.

Trainer #2:

- In the Presentation Sheet, it should be described what you will do. How can someone evaluate you when that person does not know what you wanted to do?
- A training course is not a lecture. The balance was more towards the Presenters/Actors.
- When in teamwork with other countries, learn to have a balance of talking and acting. This Presentation felt too long because there was too much talking from the Actors.
- The dynamic created was in the voices, which were loud enough and in the body language.
- For the Presentation of the Program – have people move around, not just stand around.
- There was good provoking of questions and answers.
- The exercise of trust – it was not at the right moment. It could have been done as a group dynamic first to develop trust. It can be used as an energizer
- Advice for Everyone: One good way to prepare an exercise is to visualize it before. Visualize the contents before the activity. If it is not visible, then something is missing. This comes with experience.

THE REPORTERS' REPORT FOR SESSION # 6

Title: Accepting Each Other – Training Course for the Hosting Families in Dana

Actors: Ghada, Dirar, Reem, Samer. Z from Group 1

Reporters: Cedar and Muntaser

Date: Thursday 16 October 2003

Report:

Introduction

The session was not fulfilled because the actors did not introduce the Euro-Med Program or explain its value. However, the introduction on the training course was good.

Tools and Materials

The team was creative in displaying the schedule, as they used colored cards with drawings to enable those who do not read or write to follow signs which were very effective. Regarding the "trust game" it wasn't suitable for the session, and was criticized.

Teamwork

Regarding the teamwork, they were organized, time management was good; they started and finished on time. Each one of the actors had a good role.

The presentation sheet was good, and was applied as planned. There was continuity and logical flow in it.

Regarding the room arrangement, set up, atmosphere, etc., it was interesting for example the way they set up the schedule on the floor and the photo of Dana on the laptop screen.

There was good use of body language, eye contact and good voice from all of the team.

The two exercises presented, the trust game and the discussion, were interactive and energizing which allowed the audience to participate.

Feedback

Only one team member asked for feedback on the exercise, but the rest of the team did not.

The topic was good, and linked to the ideas of the session.

The conclusion was not as expected. They did not wrap up the session.


Conclusion


The program was good in general but did not introduce the Euro-Med Program.

THE TIP FOR SESSION #6



Trainer  trainee → Formal education

Trainer  trainee → Same level and exchange

T_{rainee}  T_{rainer} → In the final step, the trainee has the important part.

The trainee is giving information to the Trainer. The Trainer supports the trainee.

Session # 7– Preparation Sheet

TITLE	Gender Balance – Information Session
AIM	<ul style="list-style-type: none"> • To push participants to bring to the table some personal beliefs especially on the topic of gender and gender balance • To give participants the opportunity to share their own values and reflect on gender balance • To emphasize the importance of participation for both male and female in all activities
TARGET GROUP	Islamic Moderate Party Board Members
MATERIAL NEEDED	Flip chart, markers, computer, data show, papers and pens for participants
DESCRIPTION	<p>The activity has two major parts:</p> <ul style="list-style-type: none"> - Displaying the video clips related to Gender balance. - Discussion and feedback. <p>We will display the first video clip, and then receive feedback from participants. The second video clip will be contradictory to the first one, and we will receive participant's feedback again. The discussion will focus on gender balance.</p>
SUBMITTED BY	Group #2

Each team member introduced him/herself and reminded the Audience why the Team was there, and also explained the description of who the Audience is.

Actor #1 presented the Euro-Med Program using a flip chart. She would stop, and ask the Audience questions frequently to make sure they understood.

Actor #2 asked the participants to change places, as they were looking tired. Her topic was about racism. She asked the members of the Audience if they had ever experienced racism or xenophobia. She added that prejudice is part of our social process.

Actor #3 sat with the Audience, and asked someone to read the flash card, which was in English and in Arabic. After that, he requested the opinion of the group.

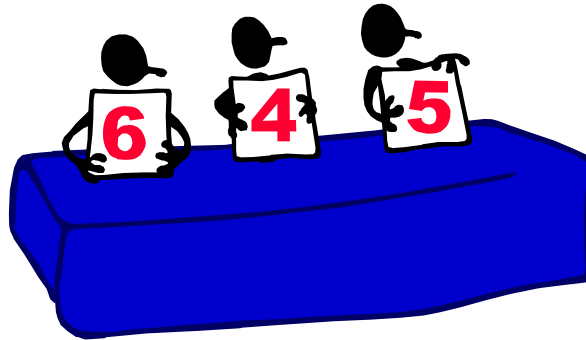
During part of the exercise, there was confusion about the meaning of the word 'stereotypes'. It was realized that there was an error in the translation.

Upon completion of his activity, Actor #2 took the floor, and quizzed the Audience on the main points of what the Group presented. She distributed a list for contacting relevant people regarding the Euro-Med Program in Jordan.



DE-BRIEFING OF SESSION #7

THE OBSERVERS AND THE AUDIENCE



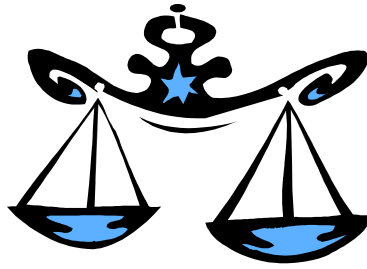
- Actor #1 did not have good eye contact. The Presentation was not interesting.
- I had the feeling that Actor #1 was the Teacher, and I was the Student.
- Actor #2 used a good technique to have us change seats to wake us up.
- She was confident, but her exercise was too long.
- Actor #3 folded his arms too much.
- Actor #4 had a very small role.

THE ACTORS



- Actor #1: This is the seventh time that this information is being presented, that is why it is tiring.
- Actor #2: We did not follow the presentation list.
- Actor #3: This was new and thus hard vocabulary. It took time to find out what the words mean, and even to explain them.

THE TRAINERS



Trainer #4:

- It was noticeable that everyone is tired and sleepy. We are here to help each other to be one team. But there was no cooperation between the two parties (Actors – Audience). Actor #1 was always asking questions, but the Audience did not help her by participating.
- The session was well prepared.
- Everyone was sleepy. I wanted to take photos. The most ridiculous was when someone asked if he can go to sleep right after his presentation while his group was still in the session. We are here to learn and benefit.
- Do your best to be the best.

Trainer #3:

- The teamwork was very good. They were there for each other.
- Tried to adapt to the situation/audience with a quick energizer.

Trainer #1:

- Actor #1 seemed as if you saw a ghost.
- There was no quick reminder of what is Euro-Med.
- There was no link how to use Euro-Med to fight racism and xenophobia.

Trainer #2:

- There are never bad students, but instead bad trainers.
- The Audience reacted as the Actors/Trainers were acting. If Trainers are reacting from the group, they should do something else. The Trainer is in control of the one hour.
- There are two types of people:
 1. The ones who dominate
 2. The ones who are dominated
- The topic was hard, but it was a topic. If someone asks you about this topic, they should have already had some information about it, therefore wanting to enhance knowledge.

THE REPORTERS' REPORT FOR SESSION # 7

Title: Euro-Med and fighting racism and xenophobia

Actors: Al Tayebb, Muntasar, Neamat and Heba from Group #2

Reporters: Aida, Reem, Tala and Ziad

The requirements of this session were fulfilled, but they did not follow the guidelines. Time management was not accurate.

The introduction was very good and it attracted us.

There was a lot of an explanation about Euro-Med, even though it was supposed to be briefly. There was an explanation of the value of the Program, but that was very long. There an adaptation of material to the presentation. There was no creativity since it was too a long session.

A Presentation Sheet was provided. Their teamwork and organization was good. Room arrangement was good, except for the arrangement of chairs. The tools used, such as flip chart, data show were effective.

Body language did not really exist, but we would like to highlight that only one of the actors used her body language in a good way. Interaction with the audience was poor.

The actors' ideas were weakly linked to the topic of the session. Therefore, continuity and logic did not flow in their presentation. There was a conclusion, but it was not complete.

THE TIP FOR SESSION #7



- Always have alternatives and other solutions. According to that, there were not enough active methods here.
- Story-telling is one way to have the Audience react.
- Never write things and read them yourself.
- Play a game with questions, having the participants find the answers in the User's Guide.
- This Group could have begun by creating dynamic to assimilate.
- The concept with a sleeping public is not good. Action is needed.
- Xenophobia can be about dress and religion. The group could have started the video clip, then played a game and finally go into the presentation.
- Use the Euro-Med Training Box for Beginners.

Situation #8 – Preparation Sheet

TITLE	Training Course for SOS Youth: Planning Youth Exchanges – Action 1
AIM	To organize a good youth exchange and to work in an international team
TARGET GROUP	Young people from SOS Village, aged between 18 – 25 years
MATERIAL NEEDED	Data Show, Over-head Projector, Flip charts
DESCRIPTION	The training course will begin with a 5-minute brief on Euro-Med, to be followed by a 20-minute presentation, and then a 10-minute exercise on understanding each other's cultures.
DISTRIBUTION OF WORK	Actor #1: Introduction Actor #1: PowerPoint Presentation Actor #2: Exercise Actor #3: PowerPoint Presentation Actor #3: Exercise using Flip Chart Actor #1: Wrapping up
TOOL TYPES	PowerPoint Presentation, exercises, flip charts and slides
PRESENTED BY	Group #3

Actor #1 explained why the Audience was there. She asked the Audience to introduce themselves by name and age. She proceeded to talk about Action 1 through a PowerPoint Presentation.

Actor #2 had the Audience do a 'whispering game'. The word he whispered into the first person's ear was "shahade". By the time each member whispered what he/she had understood into the other person's ear, the word became "batata".

The point of her exercise was that people should use not only their tongues and ears, but also other tools so as to have good communication skills if we want to be successful in dealing with foreigners.

She asked the Audience how this exercise can be linked to the Euro-Med Program.

Two replies from the Audience were:

- Perhaps in the youth exchange, people will speak different languages.
- We go to youth exchanges to give and take, and to accept foreigners.

Actor #1 told the Audience that if a non-Arab heard the original word, 'shahade', what and how would the foreigner transfer this word? She asked the participants to imagine that the words were familiar for them, and the end result was different than the first word. She continued to point out that the Audience must understand that everyone is different, coming from different backgrounds, different cultures, and that it should not be expected of foreigners to understand the local language.

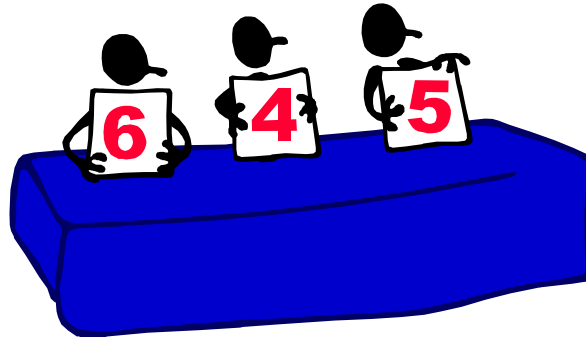
Actor #3 began her presentation by giving some information regarding youth exchanges. She used a PowerPoint Presentation. The first slide was a key. She went on to present the "Ten Golden Keys" of a Euro-Med youth exchange.

After her presentation, she walked over to the flip chart, where she engaged the Audience in a game of word completion. The words were relevant to the Euro-Med program.

Actor #1 concluded by briefly summarizing the main points of the Group's presentation.

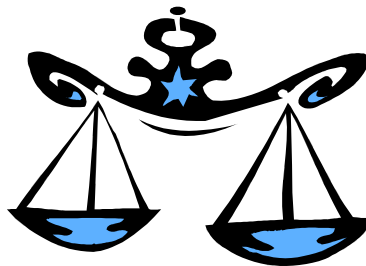
De-Briefing for Session #8

THE OBSERVERS AND THE AUDIENCE



- It seemed more of an Information Session, rather than a Training Course.
- Actor #2 was simple and to the point.
- The color yellow was used in the PowerPoint Presentation, even though it was advised that it is not a good color.
- Incorrect information was given.
- We were told that there would be a session about the Budget, however there was not.
- Actor #2 did not have a big role in the whole Presentation.

THE TRAINERS



Trainer #3:

- The Group was well prepared. They knew what they were saying, and they tried to involve and activate the Audience.
- There were two different presentations, and they were too long. They could have been done in a more interactive way.
- It was too dark in the room.
- The Actors did not explain the aims, objectives and themselves to the Audience.
- The Actors should work on being more interactive to better involve their Audience.

Trainer #1:

- This should have been the second session, not the first. It felt as if it was an information session, not a training course.
- The Presentation should have been short and dynamic to make group building.

- Actor #2 had a very short role. She could have explained the point of her exercise instead of Actor #1, who spoke immediately after the exercise.
- As for Actor #3, I felt as if she was the teacher. We are in non-formal education.

Trainer #2:

- It was more of an information session, and it was good. However, as for a training course and its program, it was weak.
- The Group used tools well.
- The Group members were self-confident.

Trainer #4:

- Avoid being confusing with the information presented.

THE REPORTERS' REPORT FOR SESSION # 8

Topic: Training Course for SOS Youth on Planning Youth Exchanges Action 1

Actors: Cider, Tala, Ola from Group #3

Reporters: Waleed and Ziad

Date : 17th October 2003

Requirements

The requirements were fulfilled but the session was long.

Introduction

The situation was explained to the audience. The requirements were fulfilled because they started with a presentation on Euro-Med using a PowerPoint Presentation. The presentation was long.

The exercise was very short but with a clear aim, which was explained later on.

Time Management and Team Work

Time management was not very good. Teamwork was good but one of the actors was sick, so that actor was missing.

Materials and Tools

Overhead projector was used to explain the 10 keys on youth exchange. Thematic priorities and intercultural learning were explained. Good materials were used such as power point but there was no creativity.

The presentation was very interesting with lot of interaction with the audience. However, at the end of the session it was boring because there was a long exercise.

A good presentation sheet was presented and a schedule of the program.

Arrangements

The room arrangement was good, and the lighting was supervised well.

The screen was not prepared in advance.

Some actors had a good voice and body language, but not all of them.

During the presentation, their interaction was good. The actors linked the ideas with the topic in a good way. The introduction was good with lot of interaction.

Feedback was good in the presentation, but not in the 10- key presentation. Finally, the goals were not fully met.

TIP for Session #8:



Face =====→ Face the situation.

Accept =====→ Accept yourself and then accept others.

Comprehend=====→ Try to understand others and the way of doing.

Exchange and evaluation→ Plan before starting. Create evaluation grid before actually starting a project so that you can know how to measure the success.

SESSION #9 – PREPARATION SHEET

TITLE	"Increasing Methods on Citizenship and Democracy Using Action 5" Information Session
AIM	<ul style="list-style-type: none"> Have been asked by the Community Service Center at the Jordan University to inform its students on how to increase their information about citizenship and active participation
TARGET GROUP	Students from Jordan University
MATERIAL NEEDED	Colored paper, pens, markers, flip chart, Training Kit on Citizenship
DESCRIPTION	<ul style="list-style-type: none"> The seating arrangement will be a circle. Welcoming the participants and introducing the Multipliers to the Audience. Presenting the aim of the Information Session, the topics. Refresh the students' information about Euro-Med context and its value through testing their knowledge in a practical way: <ol style="list-style-type: none"> 1. Prepare 8 questions and 8 answers on colored cards about the Euro-Med context and values. The number of questions should be equal to the number of Participants. 2. Dividing the Audience into two groups. 3. Put the questions and the answers in two parallel lines. Ask the group to choose the line they want to set behind. 4. Ask each member of the group to take a card from the line. 5. Ask the participant to find the person from the other group who has the answers. 6. After they finish, ask them to get in pairs, and to start reading one by one aloud loud in pairs the questions and the answers. 7. Give feed back after they match the Qs to As. <ul style="list-style-type: none"> Definition of citizenship Flip chart about citizenship and its pillars illustrated through the "citizenship chair". "Learning by touring" the education for democratic citizenship and its related approaches. (Using flip chart on the wall representing the approaches (civic education, human rights education, intercultural education, peace education and global education). Using the activities of Action 5 to enhance citizenship and active participation. Conclusion. Distributing leaflets about Euro-Med.
TOOL TYPES	<ul style="list-style-type: none"> Learning by touring Presentations
TOOL TOPICS	<ul style="list-style-type: none"> Euro-Med program, definition of citizenship and its pillars, education for democratic citizenship and its related approaches, and activating Action 5.
SUBMITTED BY	Group #4

Actor #1 introduced the concept of citizenship to the Audience by using the flip chart.

Actor #3 then took the floor to ask where each participant was born. After that, she asked, "What is the meaning of citizen?"

Some members of the Audience replied:

- It is the feeling of identity, being born here in Jordan.
- Having a good impression about his country.
- Loyalty towards her country.
- Being able to use one's own freedom.
- Being able to do what one chooses, with dignity and balance.

Actor #3 then asked the participants, "What is society?"

Some replies were:

- A group of people with common factors living in a certain area
- Different elements
- History, language

Actor #3 drew a chair on the Flip Chart, and then asked for the participants' impression of the chair.

Each leg represented one of the components, four basic supports, of the Euro-Med program: economic, social, cultural, political.

Economic: She said that it is necessary to have an economy in every country, and that the economy affects the people and their lifestyles.

Cultural: Culture is society's identity. The way people deal with other people from other societies depends on their culture.

Political: The political system can force a society to be good or bad. It can work either way. There are some societies which prevent others to enter into their society. They do not allow others to interfere into their own society.

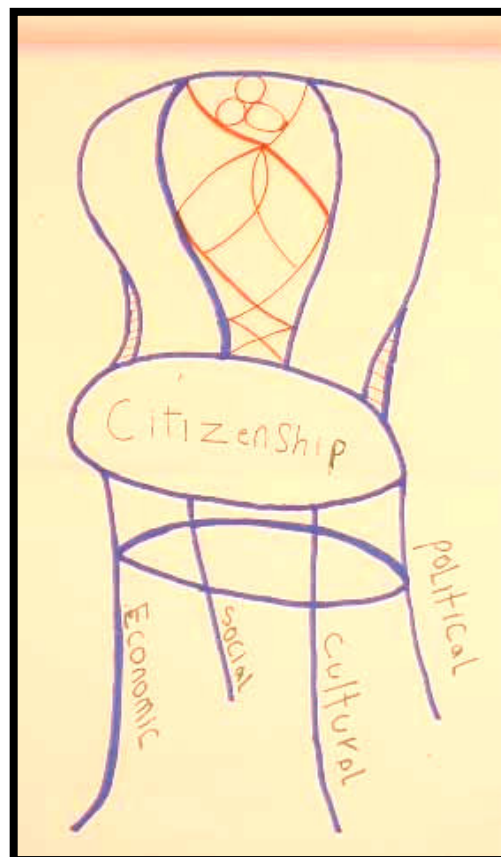
Actor #4 took the floor. He used the flip charts which were pinned up all around the room to illustrate the different approaches of democratic citizenship.

He explained that democracy is the freedom of giving opinions without fears, and that in the Western societies; people have freedom to choose how they will live their life, as well as freedom of speech. The comparison was made that in the countries of the Middle East, citizens would have problems to speak up against the ruling regime.

Actor #4 asked, "Does democracy come through certain criteria?"

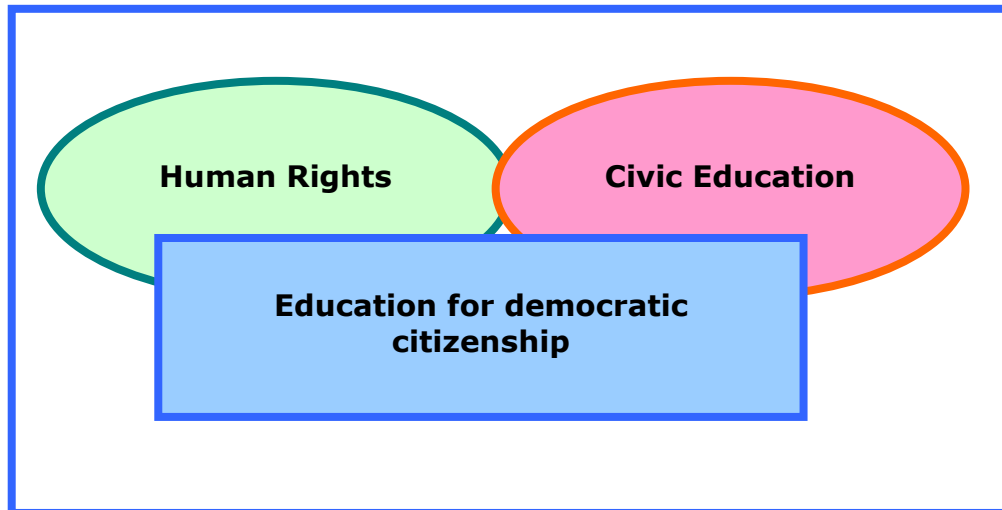
The participants replied:

- It comes through the people.
- It is part of our education.



Actor #4 continued by saying, democracy and citizenship are connected through education. Civic education is the education of people. He said that everyone knows his/her duties in life, and that each person should not judge others, because that might cause problems.

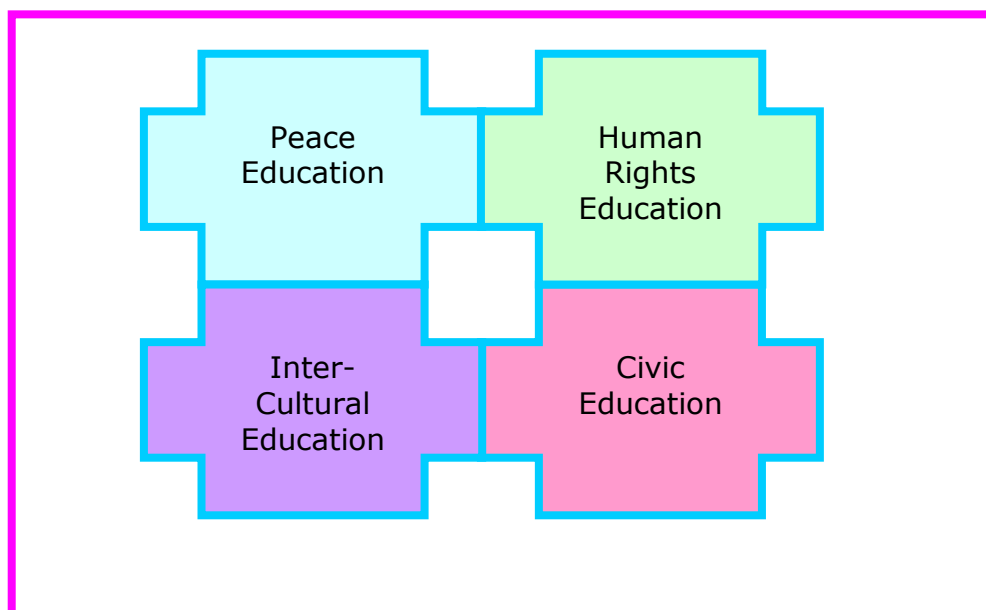
His first Flip Chart illustrated:



Actor #1 continued by walking the Audience to the next Flip Chart. He asked the participants, "What is the difference between culture and inter-cultural?"

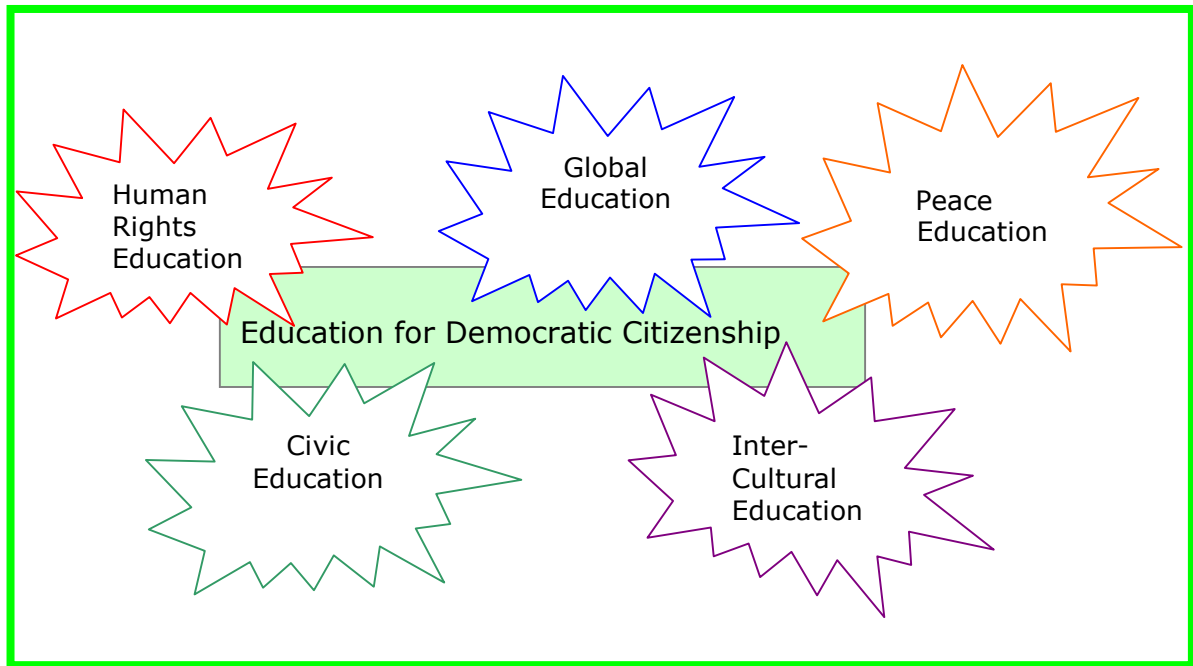
A reply was that intercultural is the pluralism of cultures, which promotes a greater understanding.

There is a need to have inter-cultural education to help people build a democratic citizenship society.



The many approaches that are available are all inter-related, as was shown by the next flip chart titled, "Education for Democratic Citizenship".

The last Flip chart showed all the elements involved contributing to education for democratic citizenship.

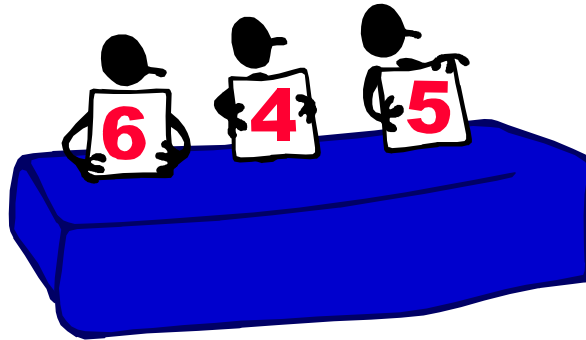


Actor #4 spoke about the activities of Action 5 – Support Measures.

Finally, Actor #1 concluded by thanking the Audience. He distributed a brochure with the contact details of the National Coordinator for further assistance.

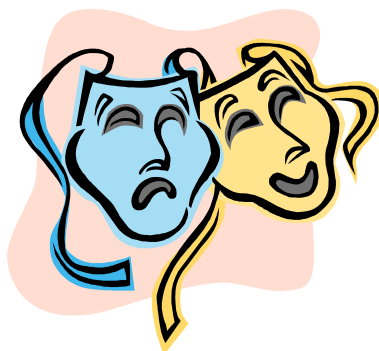
DE-BRIEFING FOR SESSION #9

THE OBSERVERS AND THE AUDIENCE



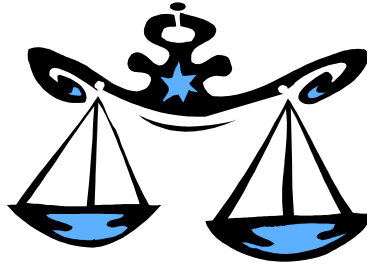
- The Team seemed to be nervous at first, but then they were relaxed. They used good tools, especially the flip chart on the walls.
- The ringing of people's mobiles was distracting.
- There was no explanation of the game exercise.
- The session fulfilled their plan.
- There was good team work. The roles were distributed equally.
- The Audience was leading Actor #3 during her presentation. She also insisted on her opinion.
- Actor #2 interfered to explain something during the presentation of Actor #3.
- Actor #1 was swaying back and forth as he spoke.
- Actor #4 improved from his first presentation. He has good knowledge of the Euro-Med program.
- The presentation was idiomatic, explanatory and fundamental.
- Impressed by Actor #4 progress and knowledge.
- Actor #3 did not stick to her subject.

THE ACTORS



- It was a difficult subject, and we tried to distribute the duties.
- Learning by touring was something new, and we would like feedback on it.
- Since the topic was different and unfamiliar, Arabic was used at times so as to be short and clear about the meanings.
- Negative comments are for our own good.

TRAINERS



Trainer #4:

- The Group was more comfortable than their first time.
- The exercise was active.
- The drawing of the chair was a good symbol.
- The tools were good for the target group.

Trainer #3:

- The Team's performance improved.
- However, they did not support each other.
- They were nervous about the time.

Trainer #2:

- Dynamic.
- It was more of an info session, than a training course, but it was okay.
- The way to go to knowledge was balanced.
- The level of information was adapted to the public, which were students.
- There was active participation from the Audience.
- Action 5 can be used as a tool.

Trainer #1:

- In a real situation, make sure that all the public receive handouts.
- The presentation was more about democracy and active citizenship, not so much on Action 5.

THE REPORTERS' REPORT FOR SESSION # 9

Topic: Using A5 to increase the skills in active participation citizenship and democracy – Information Meeting

Actors: Dua'a, Amjad, Samer T. and Aida

Reporters: Heba

Date : 17th October 2003

Report:

The session started with a short presentation of the Actors, Audience and aim of session.

They gave a quick reminder of the Euro-Med Program and its values. The exercise was to match eight questions on cards with the eight suitable answers. Each person holding a card had to find the partner to match the Question / Answer. The participants were very active in realizing this exercise.

Two of the actors in turns presented the citizenship concept through discussion and with use of the flip chart. Citizenship was compared to a chair with four legs: economic, social, political and cultural.

The next part of the session was on citizenship education. This was done by using a very creative method called, "Learning by Touring", in order to manifest the concepts of citizenship education.

The actors also explained how to use Action 5 activities in active participation through the support measures.

The session was closed by making a quick conclusion providing the National Coordinator's telephone number for more information and help.

Conclusion:

The Actors followed the guidelines and requirements of the session were fulfilled. They tried to manage their time and they finished 15 minutes earlier.

They did an exercise to refresh the Euro-Med context and values, but it was not enough. They adopted materials for the presentation and they created new tools.

They were well organized and the teamwork was obvious. They used different active methods: learning by touring, discussions, and interactive exercises. The training was in English and Arabic.

After each part of the session, the Actors asked the Audience for feedback. Their ideas were linked with the topic of the session, and they attracted the Audience's attention. The Presentation Sheet was good and corresponded what they did in reality.

THE TIP FOR SESSION #9



A meeting / information session has three functions.

1. Production
 - Each meeting needs to produce something.
 - Let public produce ideas.
2. Facilitate
 - Did they present you with easy access to new things?
3. Explain
 - What was done?
 - What was not done?
 - Did you receive clarification? Go deeper into the topic.

Take care not to get tied up!!

N

EEDS

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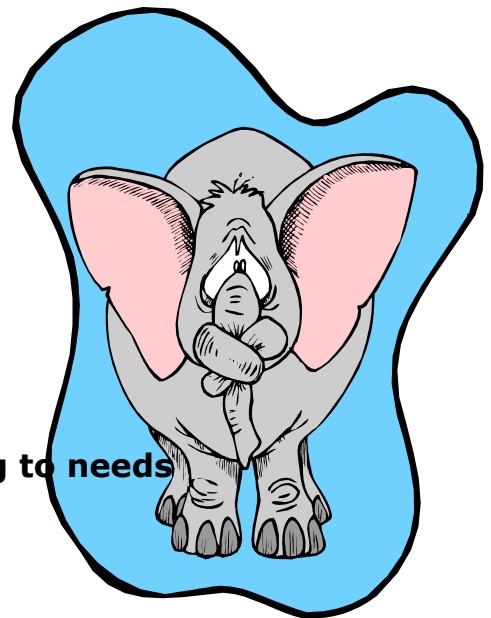
BJECTIVES

S

TRATEGY – **how to organize according to needs**

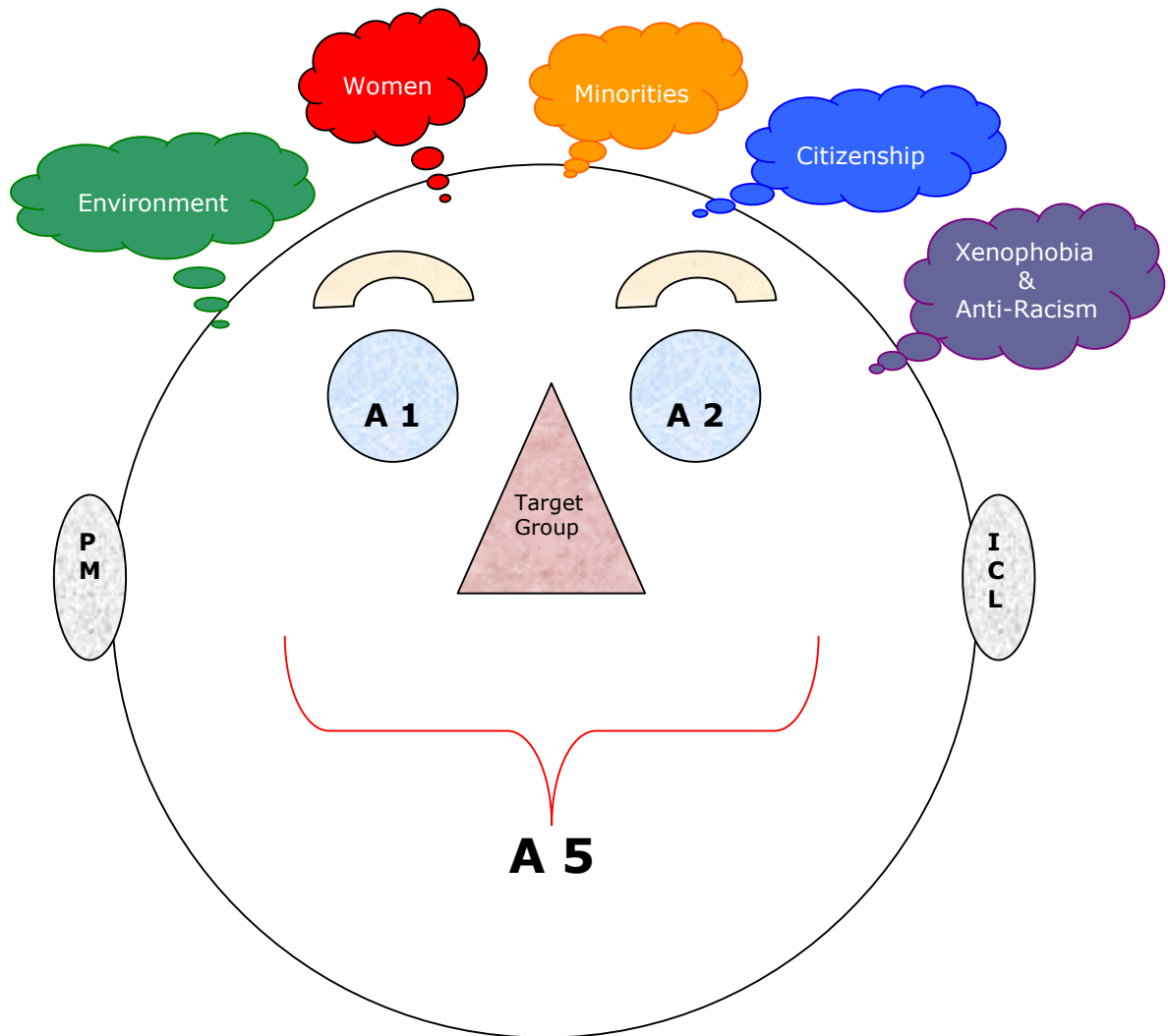
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VALUATE



THE CLOSING EXERCISE

With a simple drawing, Action 5 can be clearly and effectively presented within only a few minutes.



FINAL EVALUATION

Saturday, 18 October 2003

Following the participants were given information about a creative exercise of how to produce an evaluation grid.

The Evaluation's aim has two parts:

1. To create your own evaluation grid and plate
2. To evaluate yourself

Rule #1:

Each participant will be alone, not close to another. They have ten minutes to write ten skills that a Euro-Med Multiplier has to have.

Rule #2:

Two participants team up to put their grids together into one.

Rule #3:

Four participants come together to combine their work.

Rule #4:

Six participants finally gather into groups deciding on their grid. The participants will form two groups. The two groups will use half an hour to design their grid on a flip chart.

SKILLS FROM GROUP 1

1. Knowledge (e.g. Euro-Med Program and actions, pedagogical education)
2. Creativity
3. Flexibility
4. Communicative
5. Analyzing
6. Accurate
7. Responsibility
8. Tolerance
9. Management (of time, organization)
10. Confidence

SKILLS FROM GROUP 2

1. Management Skills
 - Project Management
 - Time Management
 - Stress Management
 - Decision Making Management
1. Communication Skills
 - Presentation Skills
 - Language Skills
 - Self-confidence
3. Leadership Skills
 - Facilitating Skills
4. Documentation Skills
 - Reporting and Writing Skills
5. Creativity
6. Evaluation Skills

COMBINATION OF THE TWO GROUPS

1. Creativity
2. Management
3. Communication
4. Self-Confidence
5. Time Management
 - your rhythm, your chronological body time
6. Stress Management
 - Your stress – If you can manage your stress, you are self-confident, because you have the knowledge and are structured.
 - Public's stress
7. Decision Making
 - This is related to your own identity.
8. Personality
 - Your personality determines many things. It is your identity. It is you.
 - You build your house. You put up your pillars.
 - Some people are not adapted to work in public. They are better at working behind the scenes, at a computer, doing research.
9. Body Language
 - Confidence is part of the body language skills

- You need to know who you are.
- Even the best person knows his limits.

10. Knowledge

- It is your heritage, part of your identity and your culture.
- It is technical.

11. Leadership

- You need knowledge, self-confidence, management skills.

12. Accuracy

- You should understand, act in an orderly, structured way.
- To be accurate is when someone imposes upon himself rules, promises to do certain things, and then fulfils his goals.
- Can you learn to be accurate? Yes or No? It is about being responsible, professional, conscientious and educated.

13. Evaluation Skills

- Evaluation is the starting and ending point of project management.
- You do not act without feedback.

"The starting point must always be to know who you are. It is easier to develop your knowledge rather than your identity. Your identity is something you bring with you, then, you learn and acquire."

Bernard Abrignani

SELF-EVALUATION

Following is the method used by the Trainers to evaluate each participants' performance on a daily basis. This technique was introduced to the participants asking them to evaluate themselves at the end of the training course. The results of the Trainers' evaluations along with the participants' evaluations of themselves are attached in this Report.

I. Knowledge

- If you do not have a culture, it would be difficult to illustrate
 - What you want to say
 - Your heritage and what you bring with you
 - What you are
 - What you know in general

II. How to Be

- Your personality
- Your identity
- Your behaviour
- Your self-confidence
- Your leadership skills
- Empathy – do you like being social with other people, understanding them, showing compassion towards them?
- It is more difficult TO BE than to acquire skills.

III. How to Do

- Technicalities:
 - Knowledge of the Euro-Med Youth Program
 - Project Management – someone who coordinates, leads
 - Facilitating skills
 - Creative activity
 - Tools – knowing how to use different tools available
 - Use of body and voice as a tool
 - Adaptability to public – adapting self to others, place and the situation

IV. How to Do to Let Do

- Methods – “Come with me on the way to knowledge.”
- Pedagogical tools
- Educational tools

ACTIVE EVALUATION

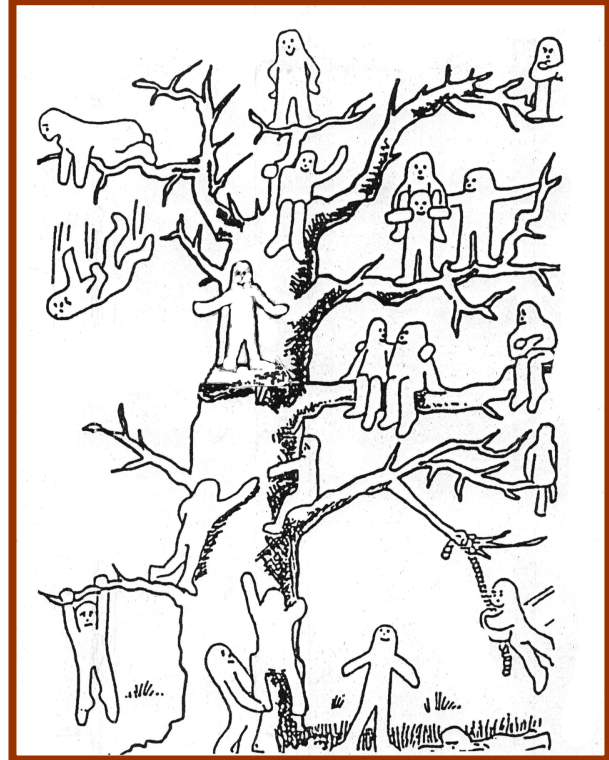
In this evaluation exercise, the participants were asked to move from one side of the room to the other depending on how they felt about each question. One side of the room was for Good feelings/impressions, the other side for Bad, and in the middle was neutral. Following are the results.

QUESTION	BAD	NORMAL	Good
1. Tools: The Rope	3	10	6
2. Refreshing E.M.	0	5	14
3. How were Group Presentations in general?	0	11	9
4. Time in Wadi Rum	0	0	19
5. De-Briefings	0	3	16
6. Photocopy of a tree – Place yourself on the tree and explain.			
TOTALS:	3	29	64

SELF-EVALUATION EXERCISE

The 'tree drawing' exercise aims to encourage the participants to self-evaluate themselves. They were asked to look back on the one-week training course, and choose a position on the tree drawing that represents their present feelings about where they stand after the course. Finally, the participants expressed their feelings about their position on the tree.

- I didn't take everything. I took some things, and I am waiting for more.
- I have a high spirit, and have unexpected results on my part.
- I saw different things. I didn't get everything.
- It is good to be evaluated by someone.
- Good cooperation with others, good teamwork
- I feel like I am in a strong place.
- I need to still continue.
- I received some information, but I need to continue.
- At the beginning, we started something, and I need to continue with it.
- I was a bit down and up.
- I am at the top of the tree. I now realize where I am.
- I have a solid base.
- I am on my way to becoming more involved.
- I made new friends.
- I need more help.
- I am waiting to learn more.



THE TRAINERS' FINAL WORDS

18th October 2003

Aqaba, Jordan

Sakher:

The difficult thing was that I was the brother of the National Coordinator. Bernard had seen me, and asked Sahar to do a favor to send me to Step 1 and 2. My point is that all these things that I did in the past six months, I did not know anything beforehand. Now, step-by-step, I am gaining knowledge.

It was my first time as a Trainer. I hope that I was useful. If you do not know anything about Euro-Med, you are young. You have time to learn. You have the chance to be creative and to do good things for Jordan, Palestine and Syria.

Euro-Med gives persons understanding of each other. We have to be flexible and equal.

For the Training Course, I was afraid like Sahar, because your level was not as high; because you were supposed to have knowledge of SALTO. But thank God, your will to build something was strong. It is impossible to meet the same group of people again.

Asa:

It was very interesting to come here to Jordan. It was a great opportunity. The Swedish National Agency wanted to support Sahar in the development of the training in Jordan.

I learned a lot from you, and I am impressed by all your hard work. It was unique that Syria and Palestine were here, and it was nice to have them.

In a year, we will know more about what you will develop. It will be interesting to follow.

It was a great Team. It was my first time working with Sakher. I had already worked with Bernard and Sahar.

Bernard:

When I saw your level, as the target group, the criteria were very clear. There were new people. That is a key point.

Why?

Jordan has the longest duration, and has worked very hard, sending a lot of people to participate in Euro-Med and SALTO activities, giving them opportunities.

There are thirty-three SALTO participants from Jordan, which is the largest participation. We decided to raise the level of this training, and to add one more situation to this training course.

One point was weak. It was the teamwork, working together. That is why we put you in groups of four, to learn to work together. When you achieve to work together, at a good level, it is a very nice feeling.

We worked well. We prepared beforehand what we wanted to achieve. There were two solutions: give one more day as free time, or use the opportunity to increase the level. That was a challenge. I told you the first day that it would be harder than you could imagine. I did not lie.

You reacted very positively. Day after day, we saw your level rising. We saw your progress. You should be proud of having reacted so well.

We put you in situations having to deal with time- management and self-management.

We saw how you worked collectively. You have potential, and must decide if you want to continue or not.

Use this moment as a starting point, or you will have more and more training courses without any impact.

Where are the other SALTO trainees?

Two others who could have been Junior Trainers preferred to go abroad. Do you think that I will consider them again? No.

You need to be fair. You must give a "yes" or "no". Be honest. If you want to continue, people will support you.

You must have the will to be useful to others. If you are not useful in your life, what is the point to live? You should stay at home?

The point is:

It was hard. When it is not hard, there is no pleasure. You hurt.
You know more.

In France, to be a youth trainer, one has to go through an 8-day camp. If approved, the person has to find a job for two weeks to practice, and then the person has to pass six more days to be qualified.

Why so much?

When they are youth workers, they must be prepared for the civil responsibility.

In this case, we paid for you to come to be paid. Then, you find a job to train, and you get paid. In Europe, we had to pay to have a training course. You are very lucky, if you do not know it.

Listen carefully to what I have said. It is a challenge to make it happen. Prove yourself. You have the potential. Do it. Don't lose it. Show the Europeans that you can do it!

Sahar:

Sakher and Bernard said it all.

I will speak as a National Coordinator. I had a lot of troubles this week with psychological problems.

I had prepared many things for previous SALTO participants, but they did not come. I was afraid.

Your ability was good.

I am happy for the youth's power. I hope that all people will be like Amjad in Syria.

I will have a new policy in work because of you. I said that it s for all the people, but this year there will be a new change. As I give to you, you will have to give back to me.

I do not know why the other participants wanted to attend these training curses. I think it was only for their C.V.s.

This year, I will change. I am so tired. I make lots of efforts, and work very hard, but in the past I did not see people who worked with me.

In the next training, as Bernard said, not all can attend. You will have to fulfill many things for me. As I give you service, you must give me service back.

I was shocked by our youth. I hope that you will be our best.

We will go to Lebanon in September. We need to work together until Lebanon. From now, if you want to be with me, you must commit yourself. There will be lots of opportunities to be trained.

I am asking for commitment. If you would have to pay for training, then you would think about it. Think of our youth. They are lost. You must guide them.

As I said, there are lots of opportunities for you. You have to work, to present something.

When I saw the Channel, I remembered that you said, "It's hard." Now, we are laughing. How would you feel after one month? It is for you. You were working under pressure, as we were. I was afraid that you were going to fail.

I hope that I will always see you.

The initiative should come through you, not me, because I do not know your news.

Thank you Bernard and Asa. Bernard always supports us.

With Sakher, I wanted to be fair, because he is my brother. I do not send relatives because of our name, Favez. I was scared we were going to lose, but thank God it is okay.

A Few Words From a Few Participants

Participant from Jordan:

We were very tired. It is the first time that I feel we are all family and working together. I will never forget you.

Participant from Syria:

I am not upset that they did not ask Syrians for their opinion, because I feel as one of you, not like a stranger or an outsider. I spent this week with my brothers.

Participant from Syria:

I thank all of you and the Trainers team, and especially Bernard for trusting me and selecting me to be here with you, next to you. It was a very great chance for me. I hope I can do as he expects, and as I am suppose to.

Participant from Palestine:

I thank everybody, and thank Sahar for her efforts. We began making a puzzle here. When we go home, if you want to continue, finish this puzzle. There are a lot of youth and people who have the ability, and I hope you can continue this effort.

Energizers

The participants were asked to sign up on the day that they wanted to do the Energizer. Below are the different energizers shared by the participants.

SUNDAY	MONDAY	TUESDAY
I <u>Muniser</u>	I <u>Samer Zabaweh</u>	I <u>Serein</u>
II <u>Ghada</u>	II <u>Cedar Z.</u>	II <u>Reem</u>
III <u>Reem</u>	III <u>Derar</u>	
IV <u>Altayeb</u>	IV <u>Néemat</u>	
ENERGISERS ENERGISERS ENERGISERS		
WEDNESDAY	THURSDAY	FRIDAY
I <u>HERBA</u>	I <u>OLA Dawakhleh</u>	I <u>Aida</u>
II <u>HERBA</u>	II <u>Ziad Ahmad</u>	II <u>Amjad</u>
III <u>HERBA</u>	III <u>Duaa</u>	III <u>Amjad</u>
IV <u>HERBA</u>	IV <u>Duaa</u>	IV <u>Amjad</u>
		SATURDAY
		I <u>Amjad</u>

- Zig Zag**

Description:

"When I say the word "zig" as a facilitator, the role goes to the person on the right and the game continues to go in zig zig zig... In order to change the direction of the game you say, "zag". The persons next to you continue by saying "zag zag zag" ...

The player who makes a mistake in saying zig or zag or in direction has to quit the game.

- Tower Building**

Description:

Divide the team into two groups and distributed the tools: paper, cutter and tape. Each team must build the tower. The team which builds the highest tower by a specific time it considered the winning team.

Aims:

- 1- develop time management
- 2- communication skills
- 3- usage resources

Time allowed: 10 minutes



- **Creative thinking**

Rules of the game: By using a piece of paper and marker, we start to ask the audience to provide us words, only one word from each participant. After collecting a number of words, we start to connect them or else invent ideas by using these words. After that we choose a title for that exercise.

Example: hand, water, fire, food, ...

Water is necessary to wash our hands, and we could use it to extinguish fire, and we need fire to cook our food, and so on.

- **What is that?**

Rules of the game: There is a group of people. One person goes out of the room. The leader should make a deal with the participants not to guess what the word is, since the leader should tell the one who is outside the room a word and try to explain it just by using his/her body language .

So when the game starts, the victim will try his/her best to send the message to the audience. After a while, if he/she becomes frustrated, they can say the word.

- **Knowing the leader**

Rules of the game: With a group of people, one of them should go out of the room, so the rest will make a deal to choose one of them to be the leader of the group. His/Her role is to invent any movement either (to move one of his/her hand in any way,.....) After, the one who was out should enter the room while the others are imitating their leader in his/her movement.

It will be the time to guess who is the leader through the person who was out of the room. And if he/she knows which one is the leader, he/she will be the winner of that game.

- **Cross hands**

Details: Let every one sit in a circle around a table or on the floor. Each participant is to put both hands opened on the floor or table. The next

participant from the right side should make a cross by putting his left hand over his neighbor's right hand. And the same is done for the others. The result should be a circle of cross hands.

Game rules: starting from the left side, the first one should hit the table/floor once only, so the right hand of his neighbor should do the same and so on (like domino). If one of the hands makes double hits, in that case it should be a vice-versa, or else the opposite direction.

If someone forgets to hit the table, he cannot continue the game with two hands, only one of them, and the same for the other hand in case if he forgets to hit the table/floor, so he will be out of the game.

- **Let's go to the moon.**

Number of participants: maximum 15 participants

Time: 15 minutes

Material needed: only participants.

How to Do it:

1. Ask the participants to make a circle. The leader has to stand in the middle of the circle.
2. He will ask: "Who wants to go with me to the moon". He must bring some thing with him from the earth.
The leader, for example, is Aida who will say, "I will take an apple with me."
3. The participants will discover that he must bring some thing that starts with the first letter of his name.

- **Pop my balloons**

Number of participants: unlimited number

Time: according of the number of participants

Material needed: Balloons, string according the number of the participants

How to Do it:

1. Ask each participant to take a balloon, blow and tie it to his leg.
2. Ask each participant to pop the other participants' balloons and to keep his balloon from being popped.
3. The winner is he who keeps his balloon safe till the end.

- **The Game of the Days**

Number of participant: unlimited number

Time: according to the number of participants. 15-30 minutes

How to Do it:

1. Ask the participant to make a circle.
2. Ask them to stretch their hands. Hand over hand.
3. Ask them to start clapping each other's hand saying the names of the days (Saturday, Sunday ...etc to Friday. When they reach Friday, the participant must move his hand away. If the previous participant clapped his hand, he will be asked to leave the circle.

JORDAN EVALUATION QUESTIONNAIRE

Technicalities of the course

How did you find the accommodation? (Rooms, working rooms, food, etc...)

How did you find the facilities and the tools available? (Computers, Transportation, Materials, etc...)

Please, name the three technical elements you appreciated most during the training.
Also name the three technical things that you missed most.

I REALLY USED AND APPRECIATED...	I REALLY MISSED...

Programme Elements

Score the activity from 1 to 5 (1=Not good at all – 5=Very good). If you like, use the space beside to give us your suggestions on how to improve the activities we proposed during the T.C.

Element	Score	Comments
Saturday 11 October		
Introduction to the Training Tape and Star Ice breakers		
Sunday 12 October		
« Energizer »		
TOOLS : Presentation of tools brought by Participants		
Presentation of tools brought by Trainers		
Exercise: check your knowledge of the Programme		
Rules of the "game" Introduction to the "situations" Constitution of the teams		
Monday 13 October		
« Energizer »		

Preparing the situations		
Tuesday 14 October		
« Energizer »		
Continue preparing "situations"		
Break Time in Wadi Rum		
Wednesday 15 October		
« Energizer »		
Finishing the preparation		
Performance of groups 1 to 5		

Debriefing of presentation		
Opportunity to have a Meeting "Face to Face" with Team members		
Saturday 18 October		
« Energizer »		
Evaluation : Preparation by participants of their own evaluation grid Creation of a common self evaluation grid		
Self evaluation by participants		
And what's happening now? Training Strategy of the European Commission and the role of the Salto EuroMed Resource Centre		
Evaluations of the training Dynamic one and questionnaire		

What do you think about the general methodology (role of the participants, Task assignment and role of the trainers, timetables etc.) chosen for this training?

Please, name (maximum) the three sessions of the programme you appreciated most. Also name three sessions you would have liked to get and you didn't.

I REALLY APPRECIATED...	I REALLY MISSED...

How do you evaluate your own contribution to this course?

After this TC which advice would you give to a future EuroMed multiplier?

Did this Training Course motivate you to go further in the Euro-Med Program? Please explain.

Any other comments / messages for the team?

Thank you for your kind help in completing this questionnaire!

**FOLLOWING PLEASE FIND THE PARTICIPANTS' REPLIES TO
THE JORDAN EVALUATION QUESTIONNAIRE.
18TH OCTOBER 2003**

TECHNICALITIES OF THE TRAINING COURSE

1. How did you find the accommodation? (rooms, working rooms, food, etc...)

- ☉ The working room was good, but I prefer one at least not on the ground floor. The food was not bad.
- ☉ The accommodation was very fine, comfortable and convenient.
- ☉ Average.
- ☉ The rooms were not good. The meeting room was dark. The food was good.
- ☉ At first, it was not good, but after I moved to another room with my roommate, it was okay. The working room was good, as was the food.
- ☉ Rooms were good. The working room was not very bad, but if the working room was on the roof, it would be very good. The food in the hotel is average, but the food out of the hotel was better.
- ☉ Average.
- ☉ The accommodation was good. The working room was dark, with no fresh air.
- ☉ The working room was dull and depressing. The hotel room was not good enough. He food was okay.
- ☉ It was okay.
- ☉ The rooms were not bad. The working room was good. The food was good.
- ☉ The rooms were good. The working room was depressing. The food was okay.
- ☉ Everything was good, except the food.
- ☉ Everything was good, but the food was in a way not bad.
- ☉ It was okay.
- ☉ The accommodation was good in general.
- ☉ The rooms were not clean. The working room had lack of light and oxygen.
- ☉ The working room was good, except the air was not fresh. The room was very good and everything was prepared very well. The administrative arrangements were good also.
- ☉ The hotel is not bad. The food was good. The working room was okay, but would be better if it had windows.

2. How did you find the facilities and the tools available? (computers, transportation, materials, etc...)

- ☉ Excellent.
- ☉ All the facilities and tools were available and useful.
- ☉ Good.
- ☉ Everything was there, except computers. Two were not enough.
- ☉ Everything we needed was available.
- ☉ Very good tools because they helped me.
- ☉ Lack of computers.
- ☉ A lot of materials were lost, and the computers were bad.
- ☉ They were good. What we needed was available.
- ☉ We needed more computers. The other tools were okay.
- ☉ Everything was good.

- ☉ They were good, but I would have appreciated it if we had more computers because the Internet café was not that suitable, so we had to work at JREDS. What if we did not have participants from JREDS, where would we have gone to work and be comfortable?
- ☉ Very good.
- ☉ I did not find any difficulty, except the Internet, which I could not use. Thanks for JREDS for enabling me to use their computers.
- ☉ Okay.
- ☉ They were very useful, and there were plenty of them.
- ☉ The computers were too far from the training working room. It would have been better to be in the same place. The transportation and materials were more than enough.
- ☉ Everything we needed was available. We did not miss anything we requested.
- ☉ The computers were there, but two laptops were not enough. There was a problem using the Internet. If we did not go to JREDS to use their computers, we would not have finished our work. The books available were really good.

3. Name the three technical elements you appreciated most during the TC.
Also name the three technical things that you missed most.

I really used and appreciated:

- ☉ Using computers provided a very good source of information. The data show was useful for PowerPoint. Giving us the facilities to do what we wanted was very admirable.
- ☉ All.
- ☉ Photos, computer and flip chart.
- ☉ Computers, books, references and data show.
- ☉ Computer, PowerPoint and flip chart.
- ☉ Flip chart and CDs.
- ☉ Computer, tools and flip chart.
- ☉ Presentations, situations and Wadi Rum.
- ☉ Computers, hand book and Internet.
- ☉ PowerPoint, flash cards and flip chart.
- ☉ Pedagogical element.
- ☉ The computer, the Team and the Trainers.
- ☉ The help of the Trainers and the feedback after the presentations.
- ☉ Presentations and the tips.

I really missed:

- ☉ I do not think that I missed any useful element related to the activities that we have done. The available elements were useful and sufficient.
- ☉ Nothing.
- ☉ PowerPoint and projector.
- ☉ Photocopier and Internet.
- ☉ Nothing.
- ☉ Lectures, case studies and role plays.
- ☉ My tools and my university books.

4. What do you think about the general methodology chosen for this TC? (role of the participants, task assignment, role of the trainers, timetables, etc...)

- ☉ The participants had a good role in this training. $T \rightarrow \leftarrow t$ The timetable was clear and simple.
- ☉ Everything was well and organized, but the time given for preparations was very short and insufficient.
- ☉ Good.
- ☉ It was good in a way. The sharing experience was very good among the participants.
- ☉ I believe that some participants are here to learn, to gain more information, to improve themselves, etc..., as much as possible. The Trainers were very careful and concerned about the course, and worked hard to transfer what their message. The timetable was arranged well.
- ☉ All the things in this training were so good, because I learnt a lot.
- ☉ It was good, but there was lack of time.
- ☉ It was $t \rightarrow \leftarrow T$ training course. Trainers and participants had the chance to exchange experiences and knowledge. The timetable was tough. The tasks were difficult.
- ☉ As a whole, it was good.
- ☉ At first, I thought that this was not a training, then in the final days I realized that the T and $t \rightarrow \leftarrow t$ was the best I have ever seen.
- ☉ The role of participants was good. The role of trainers was good. There should have been more elaborate explanations for each task or assignment, because many participants were embarrassed to ask for more explanations. The timetable was very bad. It was very stressful, which resulted in adding stress to us, which also affected the quality of work produced. Remember it made participants cry!!!
- ☉ I think all of them were very good and organized well. The role of the trainers was fair.
- ☉ Very creative, organized, super!
- ☉ It was very suitable methodology.
- ☉ It was very creative methodology.
- ☉ Some of the participants interfered. The trainers were supportive and helpful. The timetable was good, and covered all the training needs.
- ☉ I think that the distribution of the participants into groups was not fair. I think that the training team should put, at least two participants for each group. There was not rest time. There was about 20 working hours a day, but really it was useful.
- ☉ The role of the participants was high. The tasks assigned and the role of the trainers were good. But the timetable should have more time for situations, like adding one more day to have more time.

5. Name three sessions of the program that you appreciated the most. Also name three sessions you would have liked to have had, but did not.

I really appreciated:

- ☉ Evaluation sessions, energizers and de-briefings.
- ☉ The Islamic Moderate Party's Information and Training Sessions. Wadi Rum.
- ☉ Wadi Rum, Dana, Bani Hamida.
- ☉ Sessions 2 , 7, 9
- ☉ Energizers, Presentations and the Wadi Rum visit.
- ☉ Dana Session, SOS Session and using Action 5 to activate participants in Action 1 and Action 2.
- ☉ Presentation of our Situation (#7), the evaluation (self-evaluation and creation of evaluation grid) and being a reporter.

- 🌀 Presentations (preparations for the presentations), Self-evaluations and comparing with the result of the trainers.
- 🌀 Presentations, training situation and evaluation grid.
- 🌀 Timetables, task assignment and rules of the game.
- 🌀 Preparing the situations, presenting them and the evaluation that followed.
- 🌀 Sessions 3,6, and 4.
- 🌀 Energizers, De-briefings and TAPE
- 🌀 Group work, De-briefings and Tips
- 🌀 Presentation, excursion to Wadi Rum and evaluation.
- 🌀 De-briefing session, common self-evaluation and evaluation.
- 🌀 De-briefing sessions, group work and Wadi Rum trip.
- 🌀 Energizers, evaluations and Wadi Rum.

I really missed:

- 🌀 Tools explanation.
- 🌀 To learn more about time management.
- 🌀 Tools description.
- 🌀 How to communicate with people.
- 🌀 Why are we here? Aims and objectives.
- 🌀 Soft music in some of the sessions to have another atmosphere.
- 🌀 Time management. It was too crowded.
- 🌀 More free time.
- 🌀 The principles of making a training or information session. They were presented as Tips.

6. How do you evaluate your own contribution to the TC?

- 🌀 I wish I did better. I think I will be more active next time. I promise!
- 🌀 Thanks God, I believe I was active and useful. At first, I was not well prepared for the situation, but later, I managed that, and read more about Euro-Med and its related topics in order to do well, and to appear in the best way possible.
- 🌀 It was very good.
- 🌀 My contribution was low, because I did not have any knowledge.
- 🌀 I believe that I could have some information and learn some important things. I was not perfect, but I was not bad. I hope I can do better in the future.
- 🌀 I feel it is good, but I will be better next time because I need to improve my English.
- 🌀 I think I contributed in a good way in this course, but I was surprised at the evaluations of others about me. I respect all the comments, and I will develop my skills in the future to do my best.
- 🌀 I contributed my knowledge from previous participation, my experience. The Team evaluated that I could not use it well, for me, I did my best concerning this issue.
- 🌀 I think I contributed so much in this course, and prepared a lot for the presentations. But maybe in evaluating as Audience, I did not participate much.
- 🌀 I think I have helped a lot, I thought and I learnt at the same time. I think I was a leader.
- 🌀 Very good.
- 🌀 Because of my sickness, I could not give enough, but I took a lot of information. I hope to be more active in other training courses. I consider myself very lucky.
- 🌀 Everyone gave me the chance to participate, so I think that I did something.
- 🌀 I have to be more active.

- ☞ I think I gained a lot from this TC. I am in the middle of my way, and I need more to keep in touch with this useful Program.
- ☞ As a supporter to others, especially in my working group. Creating new things and ways (tools).
- ☞ I think I did not do my best. I have good experience in training since I am a training assistant, but unfortunately I did not show my real training skills. I was a little bit quite while I should not have been.
- ☞ My contribution was very good, especially in the team work in the Situations. I was a hard worker. I was also active in the discussion. It was a very good opportunity to attend this course.

7. After this TC, what advice would you give to a future Euro-Med Multiplier?

- ☞ To work hard and make the most possible effort to succeed and to spread the Program in our countries.
- ☞ To be well prepared regarding the Program. Continue their training.
- ☞ To have information before coming to the training.
- ☞ I advise him to read more about Euro-Med and to prepare himself before.
- ☞ Prepare yourself very well before going to a course, especially your information.
- ☞ Be confident, prepare the tools well and take care of body language and voice.
- ☞ Prepare well before going to course, read a lot and sleep well before going.
- ☞ Read the User's Guide and go to the website. Do hard work for youth and for making this world a small village.
- ☞ To be very interested and serious. To apply everything he learned in the TC.
- ☞ If you are lucky, you will get the chance to be trained by Euro-Med.
- ☞ To prepare themselves for this course and to know the team spirit.

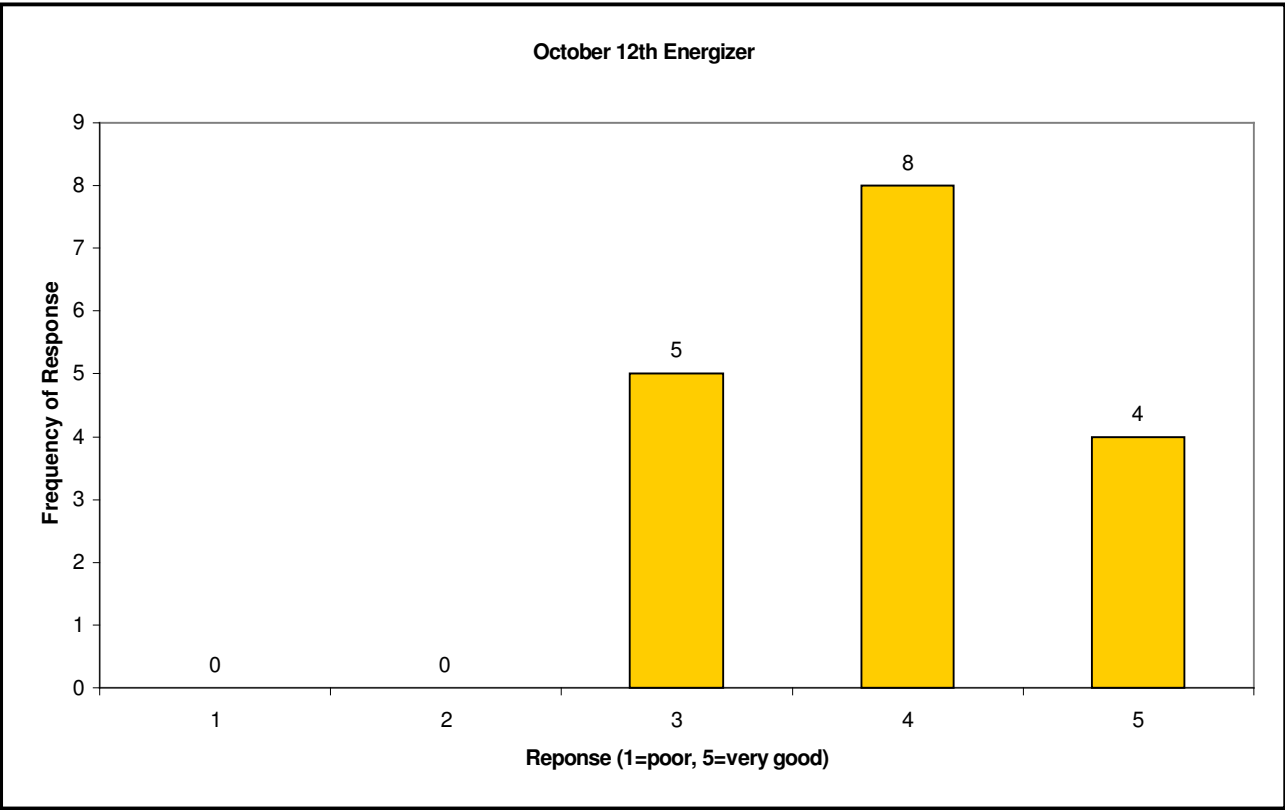
8. Did this TC motivate you to go further into the Euro-Med Program? Please explain.

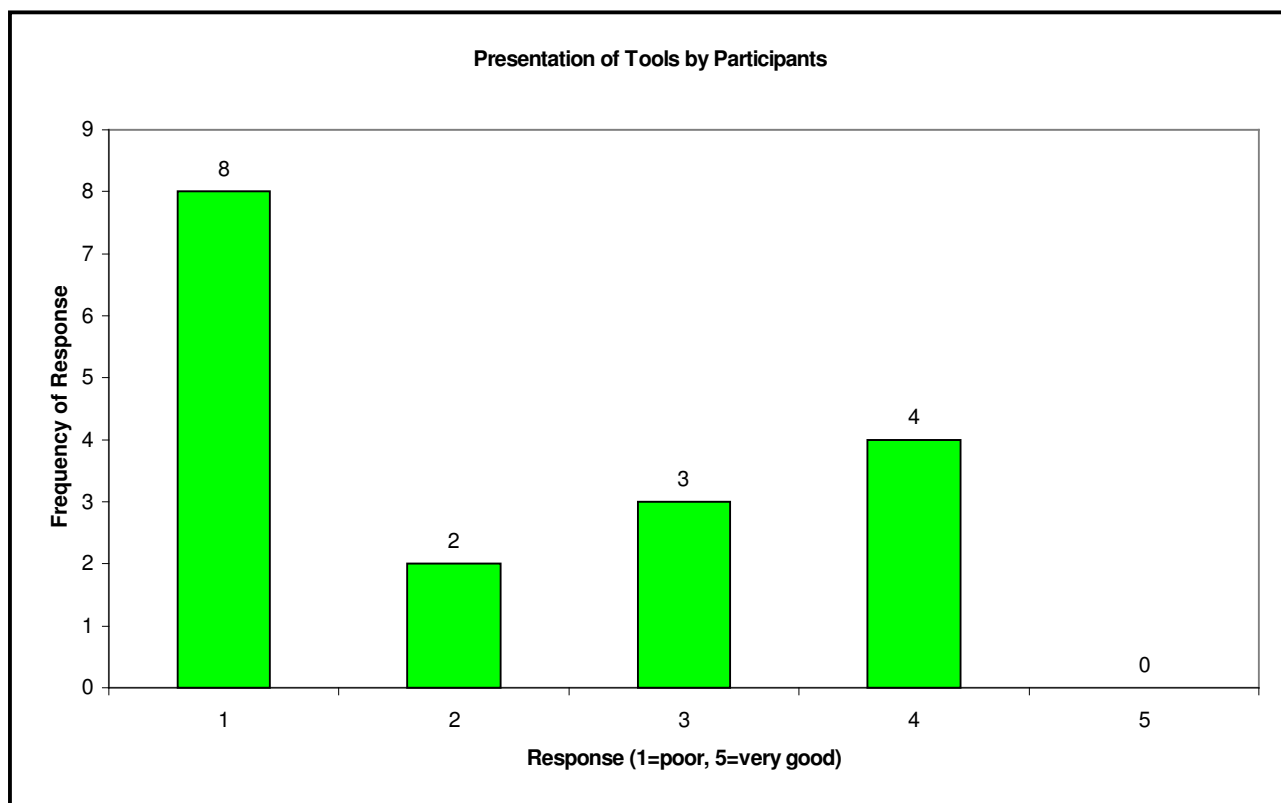
- ☞ Yes, it did motivate me to go further, even though I was a little bit disappointed.
- ☞ Of course. In my opinion, it urged me to be more involved in it, because it is meaningful to create sufficient interaction between cultures, and to exchange experiences with youth all over the Euro-Med countries.
- ☞ Yes.
- ☞ Yes, they encouraged me.
- ☞ Of course, it gave me the chance to challenge myself.
- ☞ Yes, I will be a Multiplier in Jordan, but with someone else. I will go to SALTO next year to be better.
- ☞ Yes, but, I need to work a lot on myself, preparation and knowledge. I need to know how to use it.
- ☞ Yes, now I am anxious to go further because I like the Euro-Med Program and what it is based on.
- ☞ Yes, to a certain extent, for the first time, I really learnt something about TOT.
- ☞ Yes, it was very nice and good.
- ☞ Yes of course because of the richness of information, and another thing is that my town is considered as having less opportunities, and I want to help others to know more about Euro-Med and to participate, especially the youth from my town.
- ☞ Sure, it is something worthy to be followed since it is my aim in life to be a good trainer.
- ☞ Yes, I know more about Euro-Med.
- ☞ Yes, sure, because I tried the training with Euro-Med, and I would love to continue to go further in Euro-Med.

- ☞ Yes, I think that this training course tested my knowledge and what skills I have to go further.
- ☞ Of course, it was a motivation for me to go further.
- ☞ Yes, of course, I liked the idea, and also because I was a Scout leader, and involved in Society Service Committee at my university.

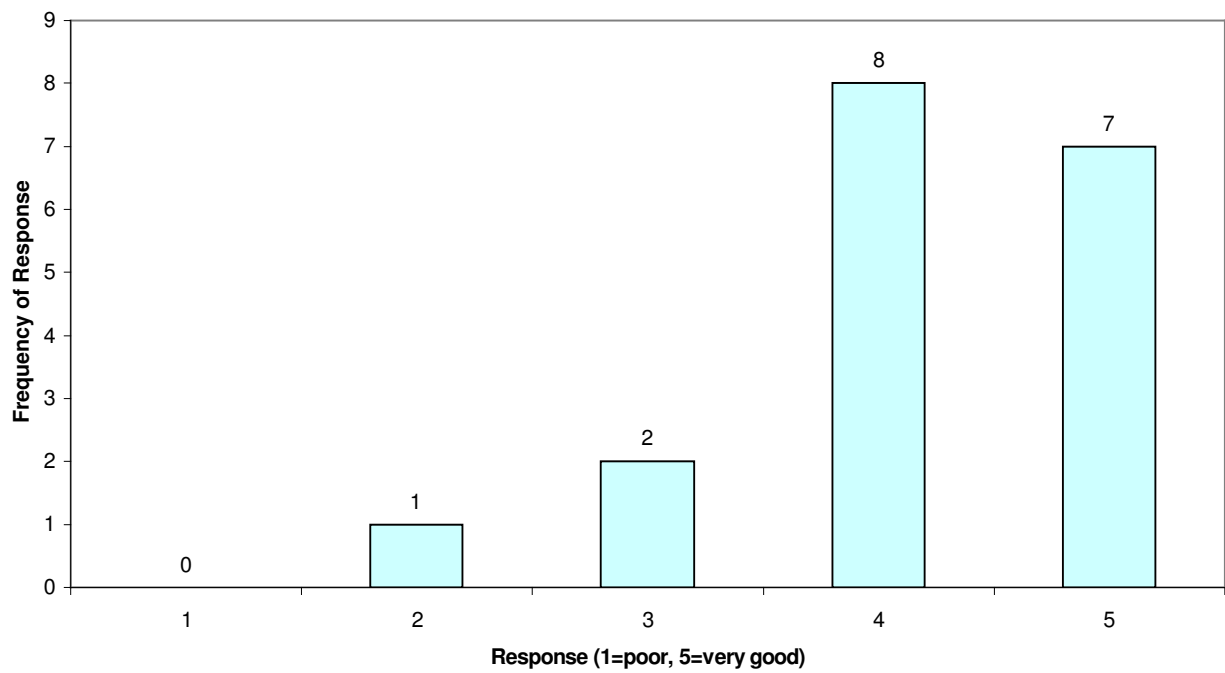
9. Any other comments or messages for the Team?

- ☞ I really loved you all, especially Yiota.
- ☞ Very beautiful, active, dynamic, interesting and useful. The Team was very good and close to us and trustworthy. I thank the members of the Team wholeheartedly, Asa, Bernard, Sahar, Sakhar, and of course without forgetting my dear Yiota. Thank you all.
- ☞ To Sahar and Bernard, I am dreaming of participating in national multipliers or SALTO trainings.
- ☞ Thank you very much, and I wish you good luck.
- ☞ Thank you very much.
- ☞ Thanks a lot for all your experience that you gave me and taught me. It was so good that you were my trainers.
- ☞ It was a great idea, as usual, to put us in this practical experience. It was difficult to work with my team, although they were great. I liked the trainers' team by the way! Thank you.
- ☞ Keep up the good work.
- ☞ Try to better analyze the personalities of the Actors, and explain more.
- ☞ Thanks a lot, and I will really miss you, because I feel we are family and I love you all.
- ☞ Bernard-Please take into consideration the methodology you use in the training. I guess you should re-summarize the aim or give a briefing on what you requested from the participants. Remember, we come from the Arab world. We are used to being taught in a very different way. We did not learn to think a lot. We just memorized. Thanks for everyone.
- ☞ Thanks to all of you. I was very interested. I appreciate your efforts.
- ☞ I wish you all the best, with further improvements since you deserve all good things. Thank you. God bless you.
- ☞ Bernard: I liked your way of training. Asa: You have a smiley face. Sahar: My heart is always with you. Sakher: Keep in touch. Yiota: Return to Jordan again.
- ☞ Thank you for giving me this opportunity to participate. Choose the people who really want to work. You should go back to the list of people who have participated before, or form a selection committee to choose people.
- ☞ I really appreciated what you prepared and did. You worked very hard. It was obvious. Thank you all.
- ☞ The Team did a great job. I feel that I am well trained. I got a lot from you, but please next time, make more time or have more days.

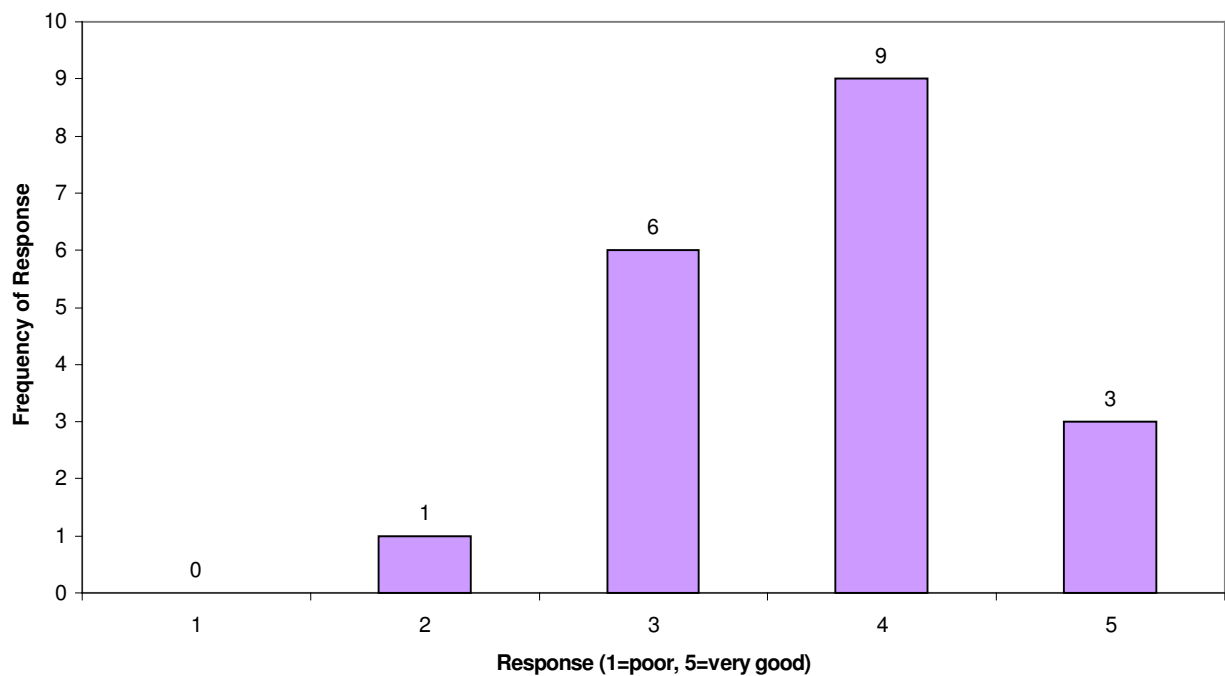


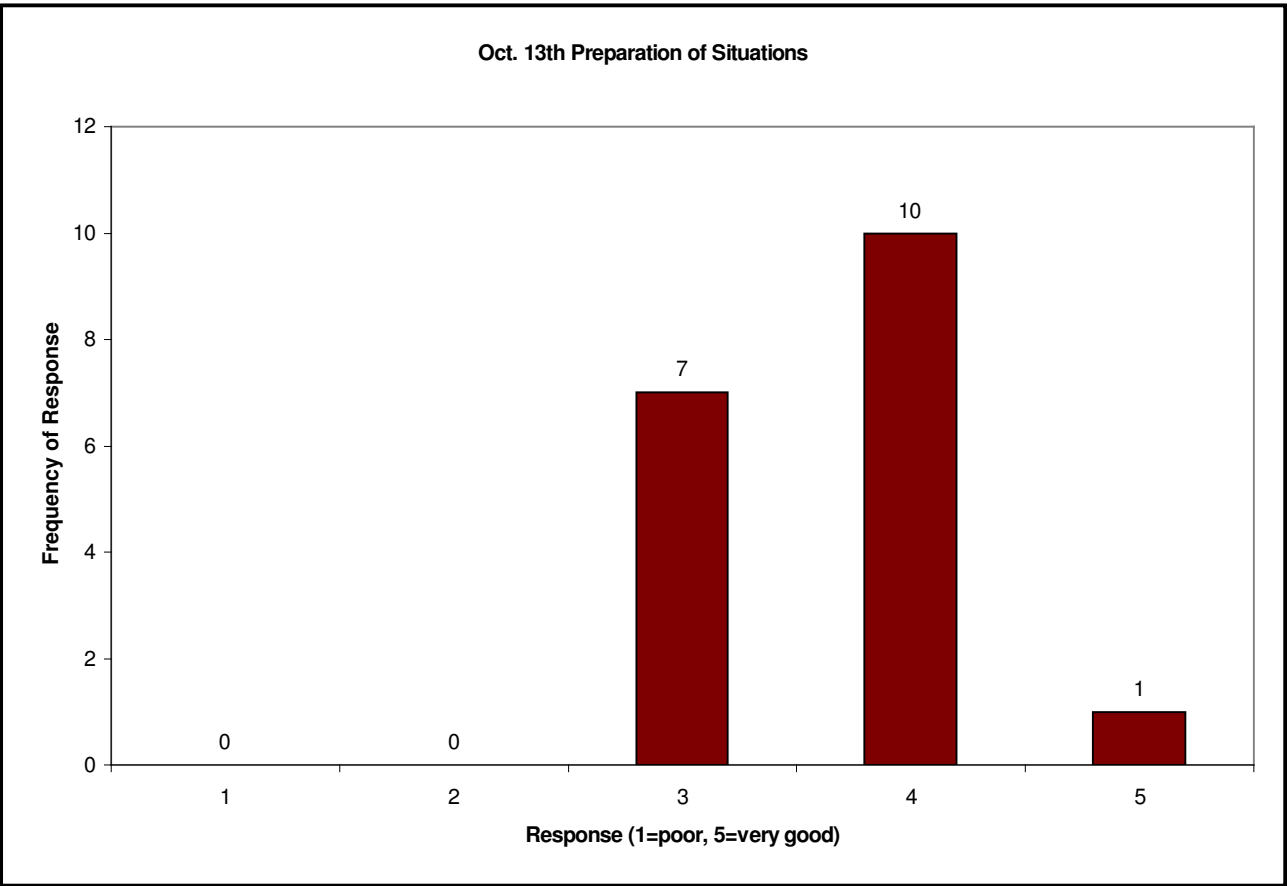
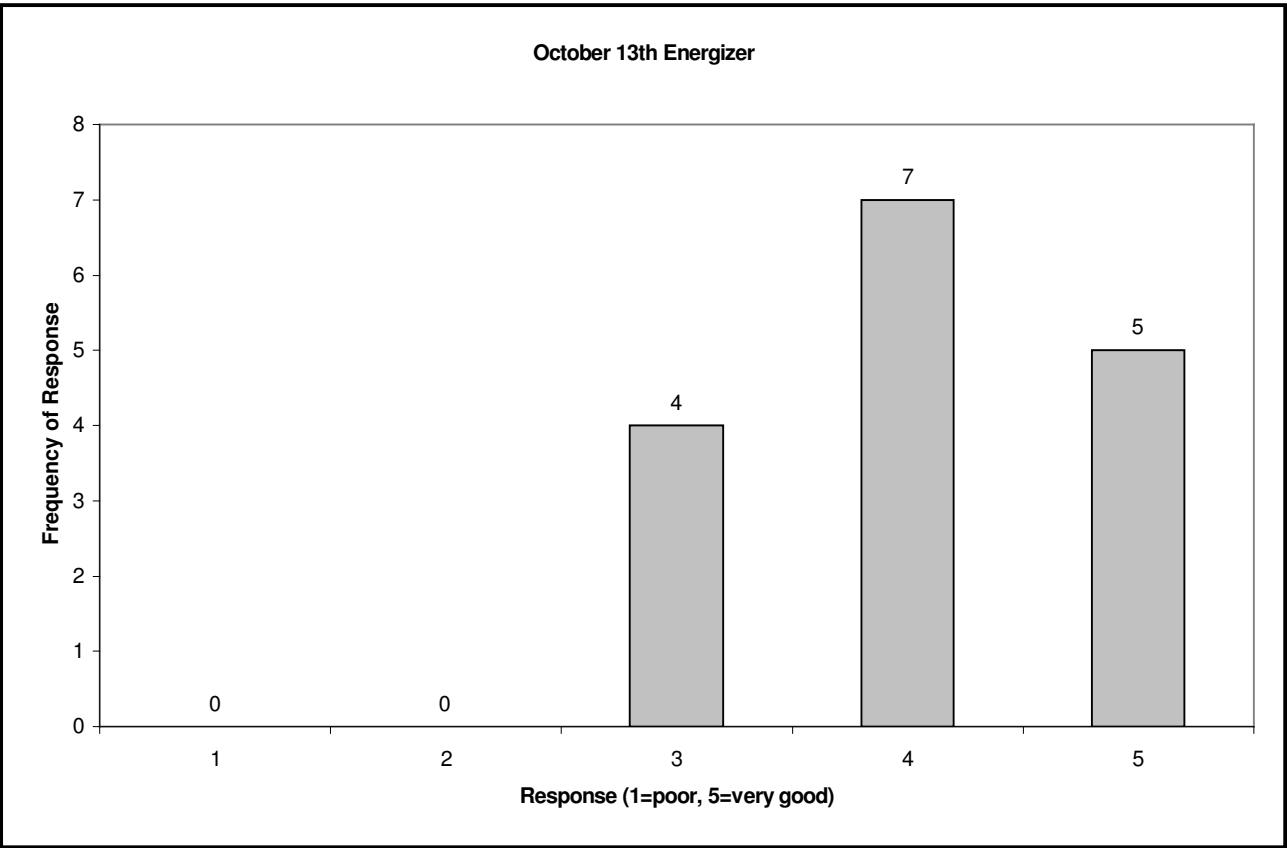


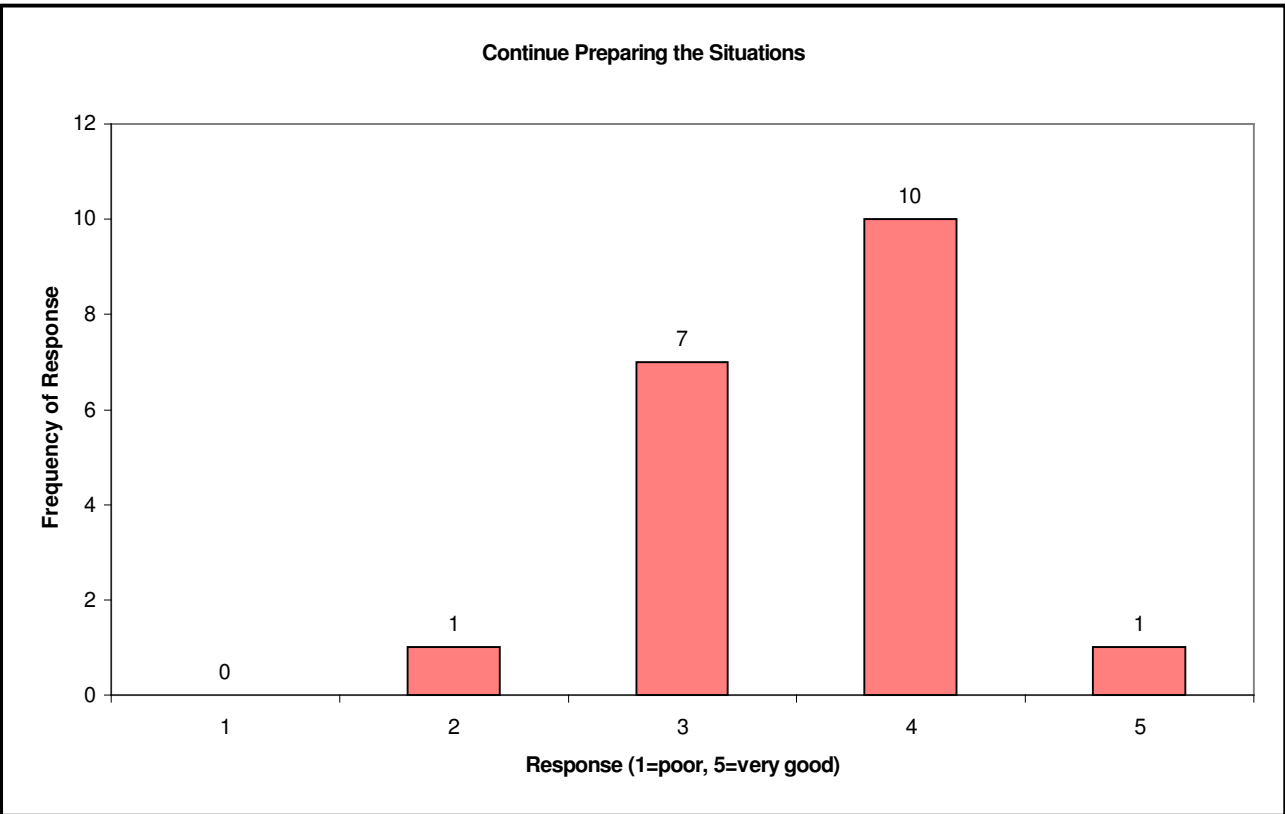
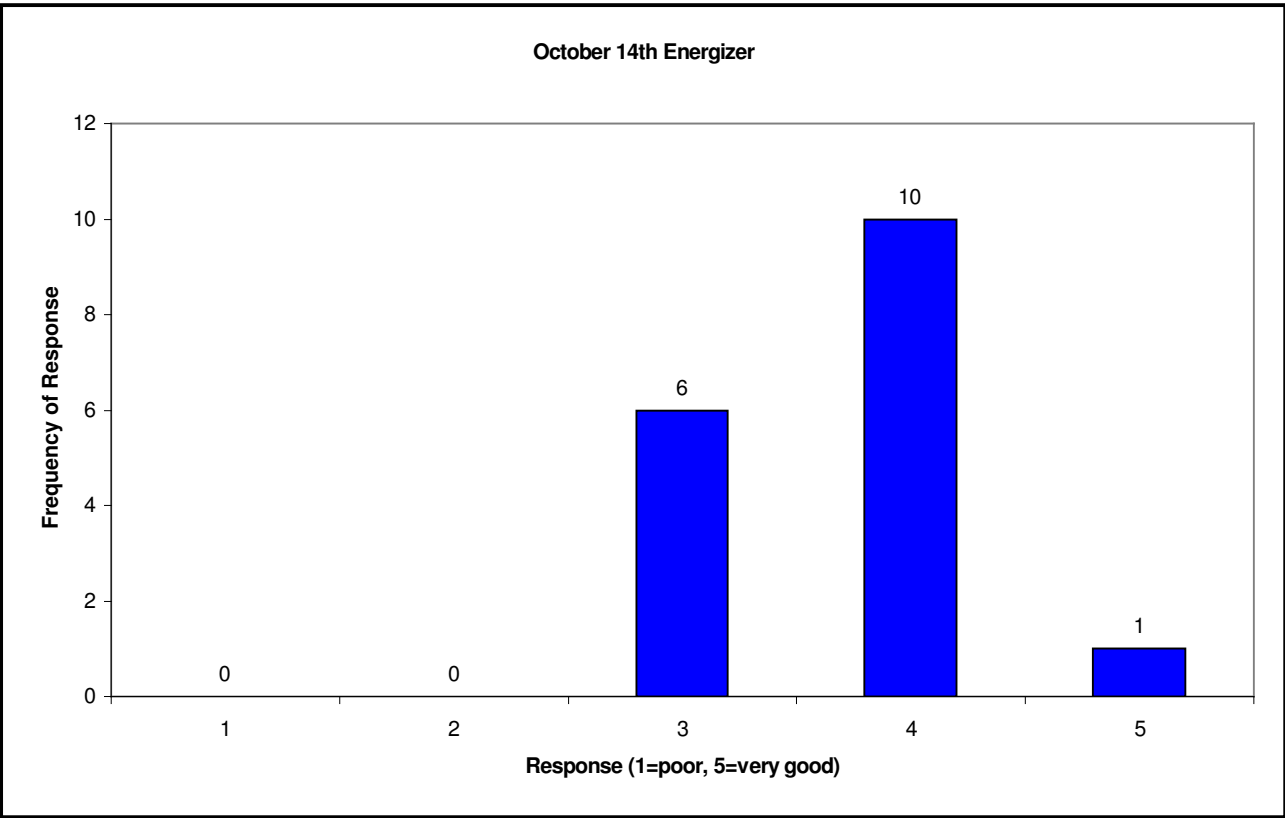
Exercise: Your Knowledge of the Program

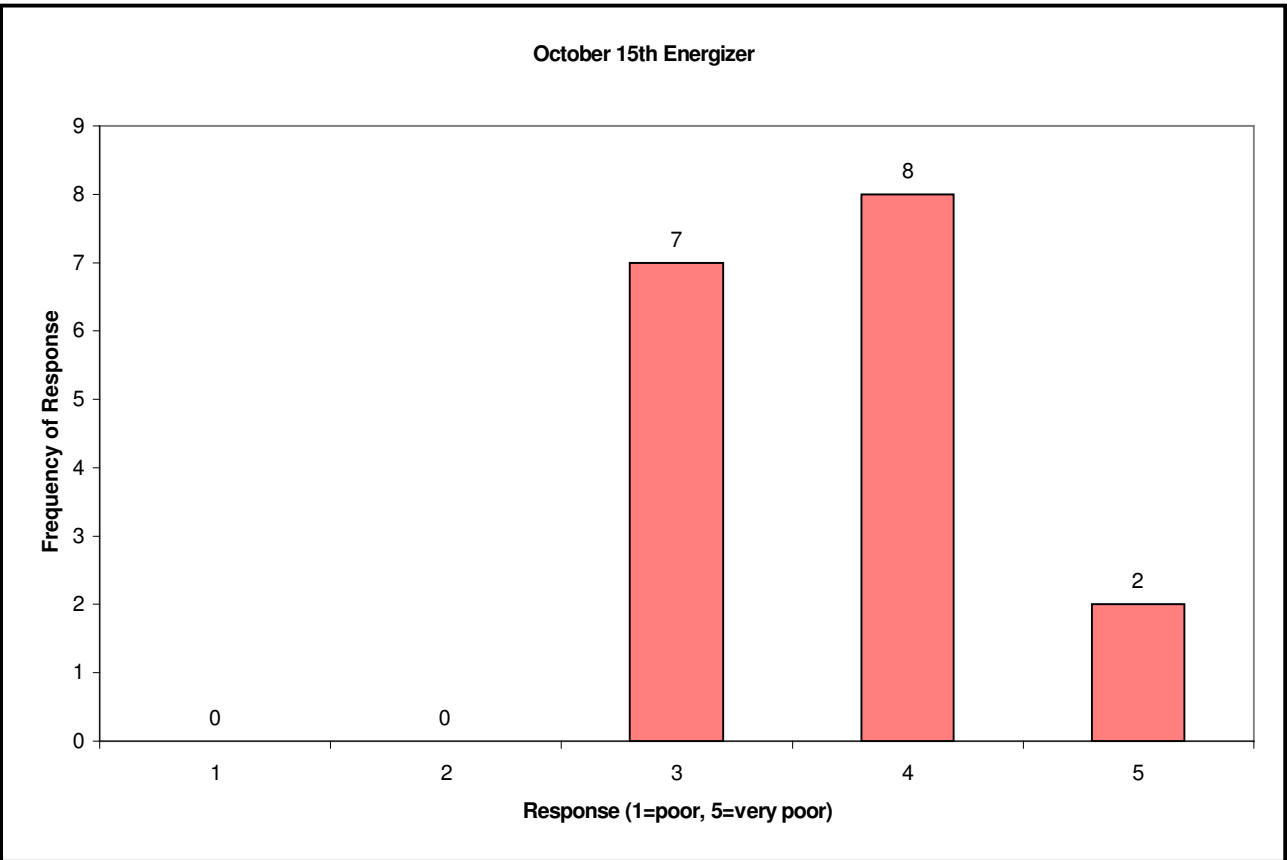
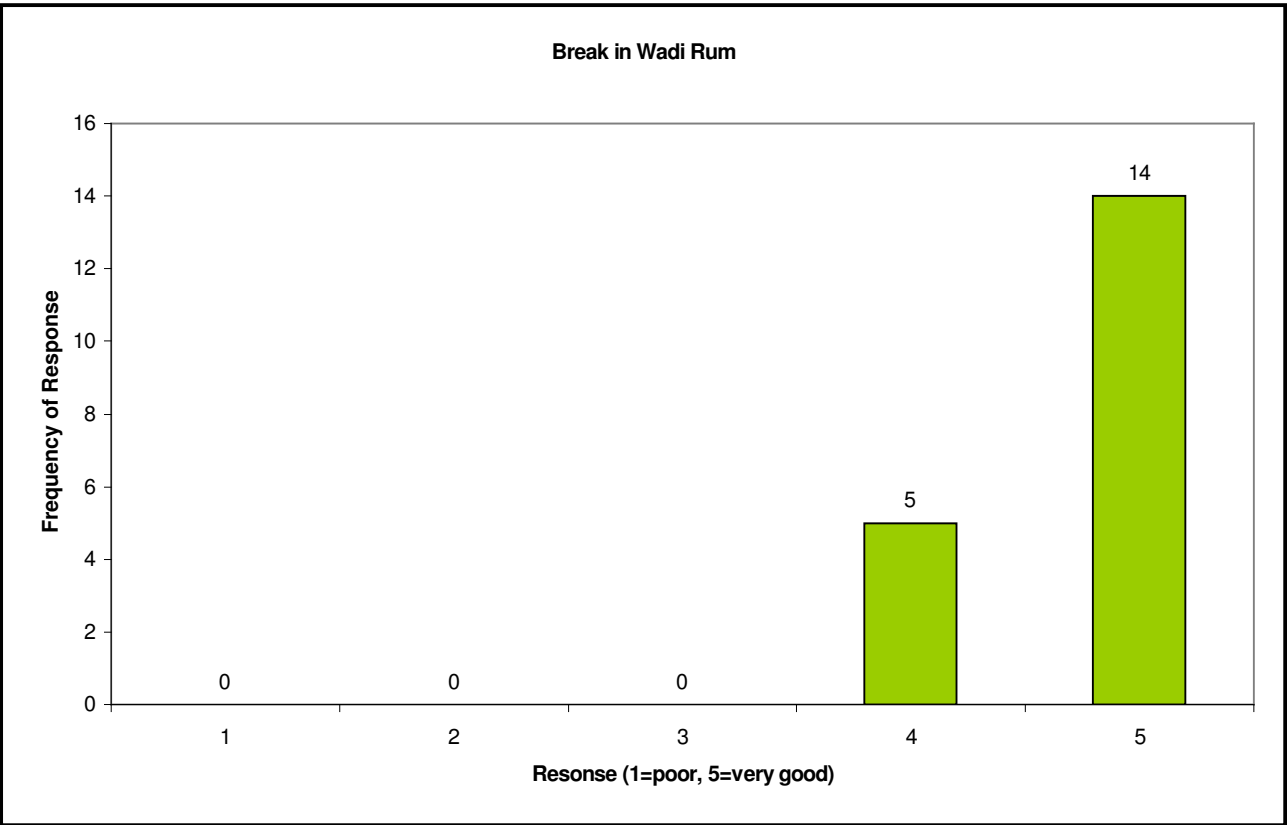


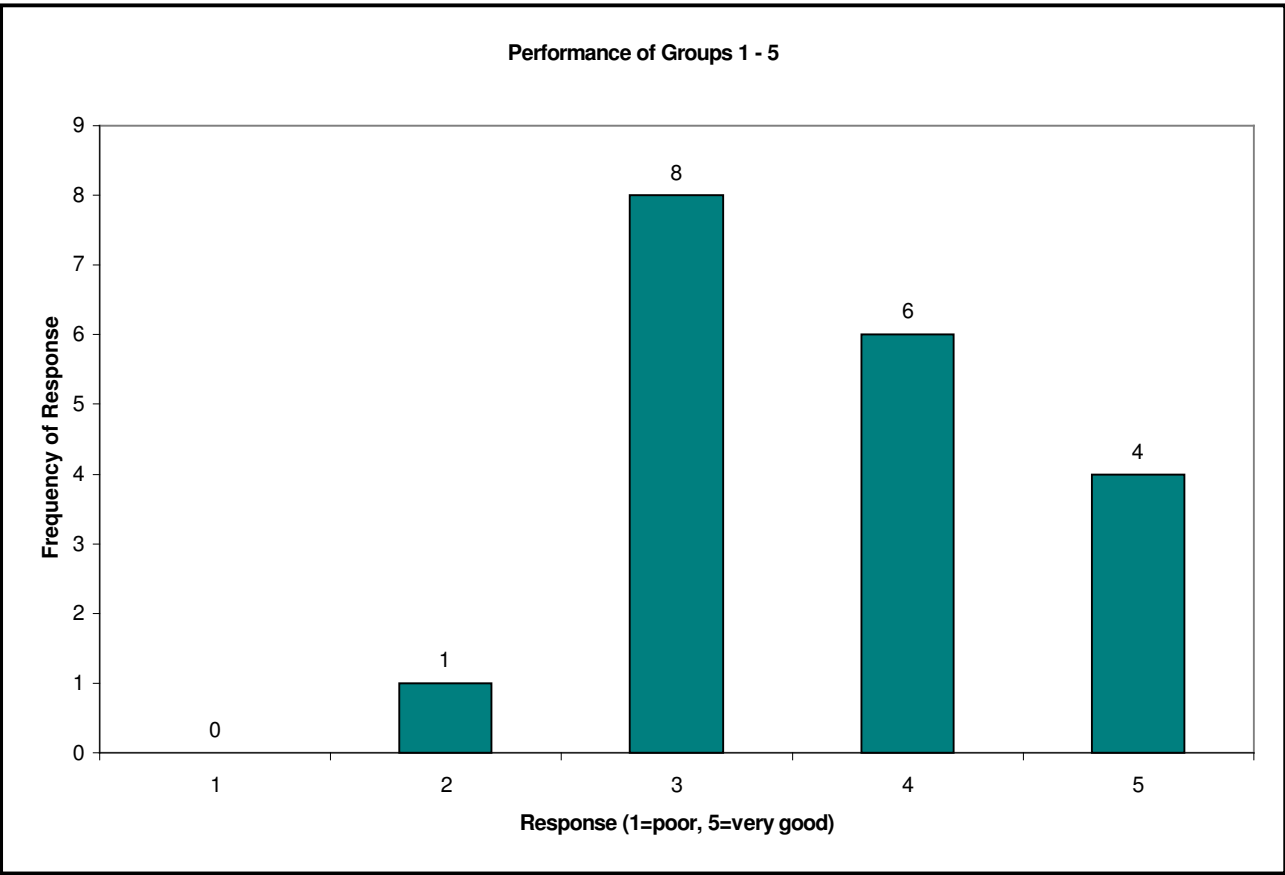
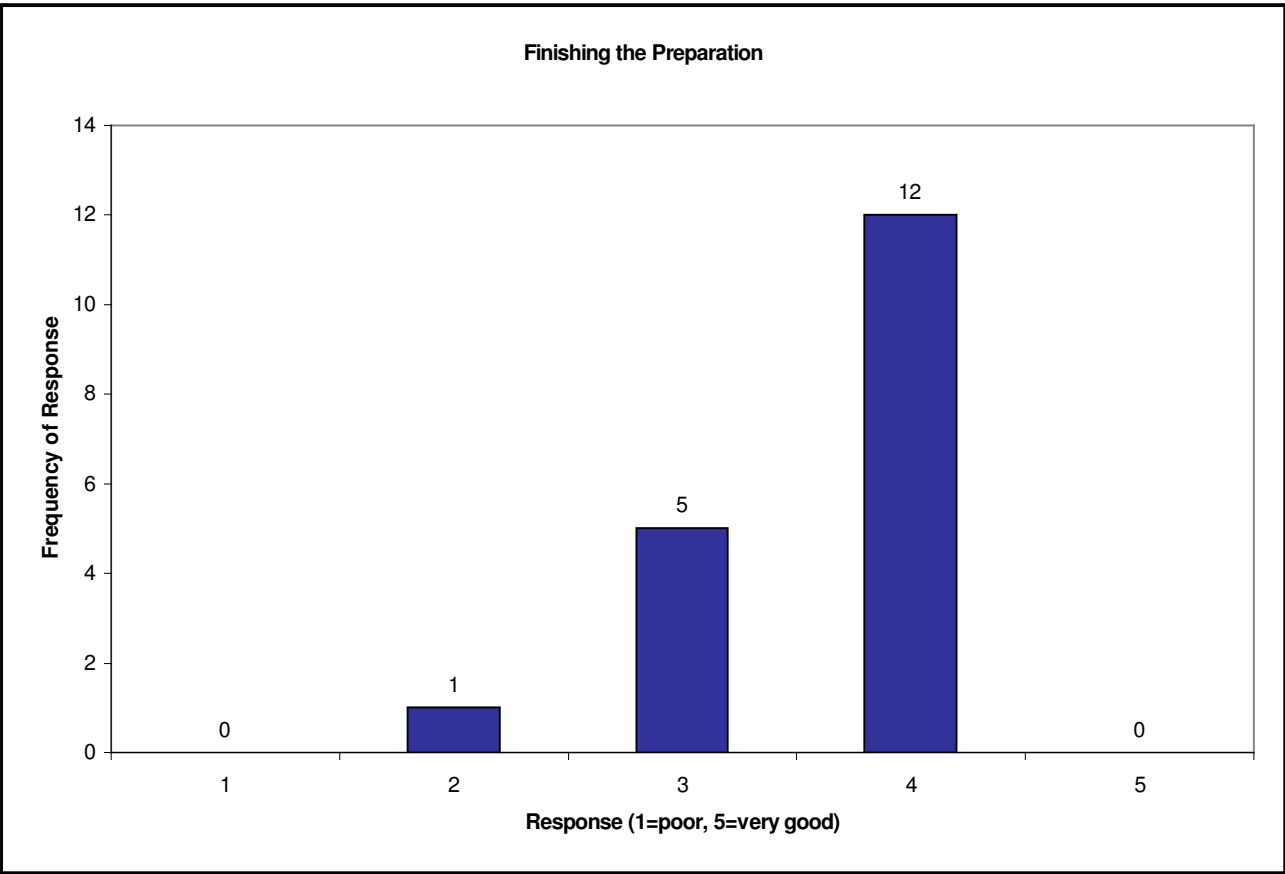
Rules of the Game, Intro to the Situations, Constitution of the Teams

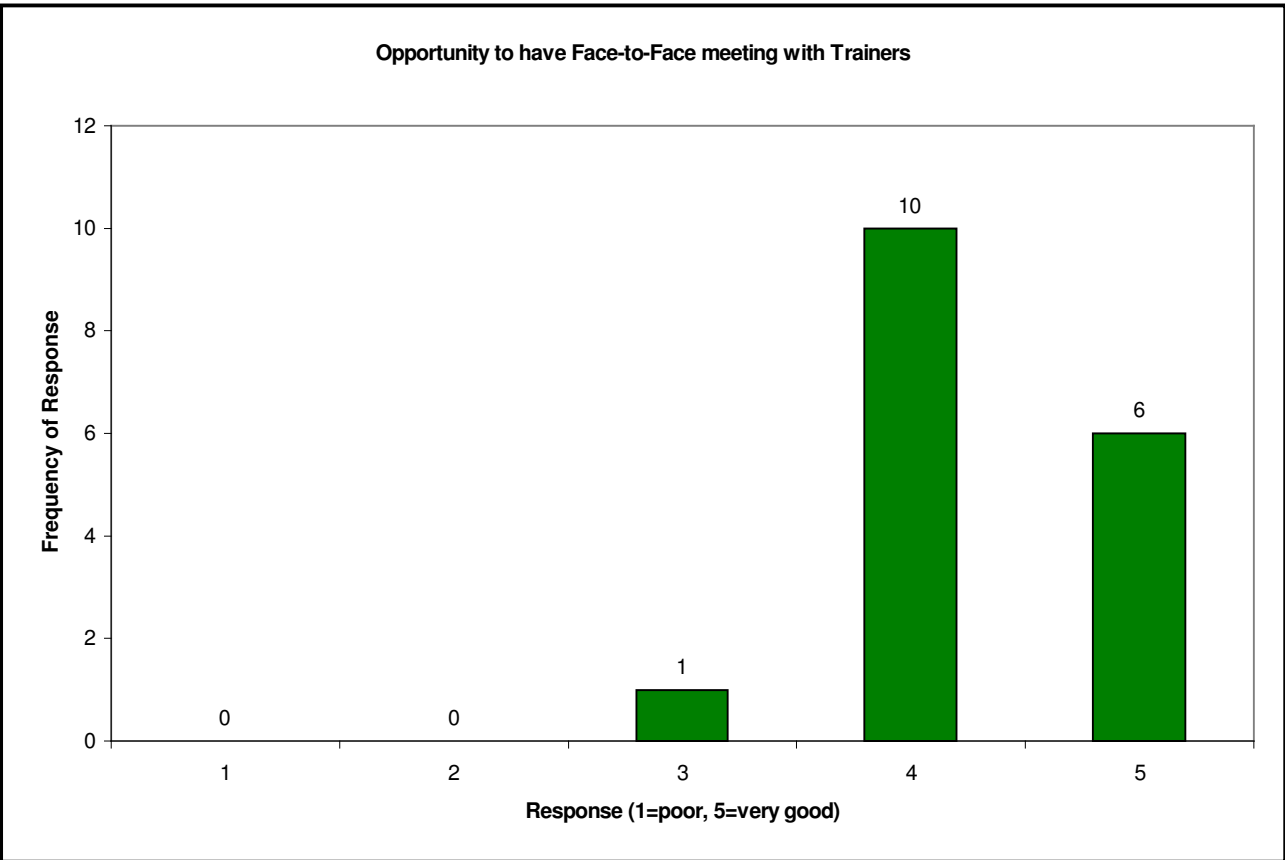
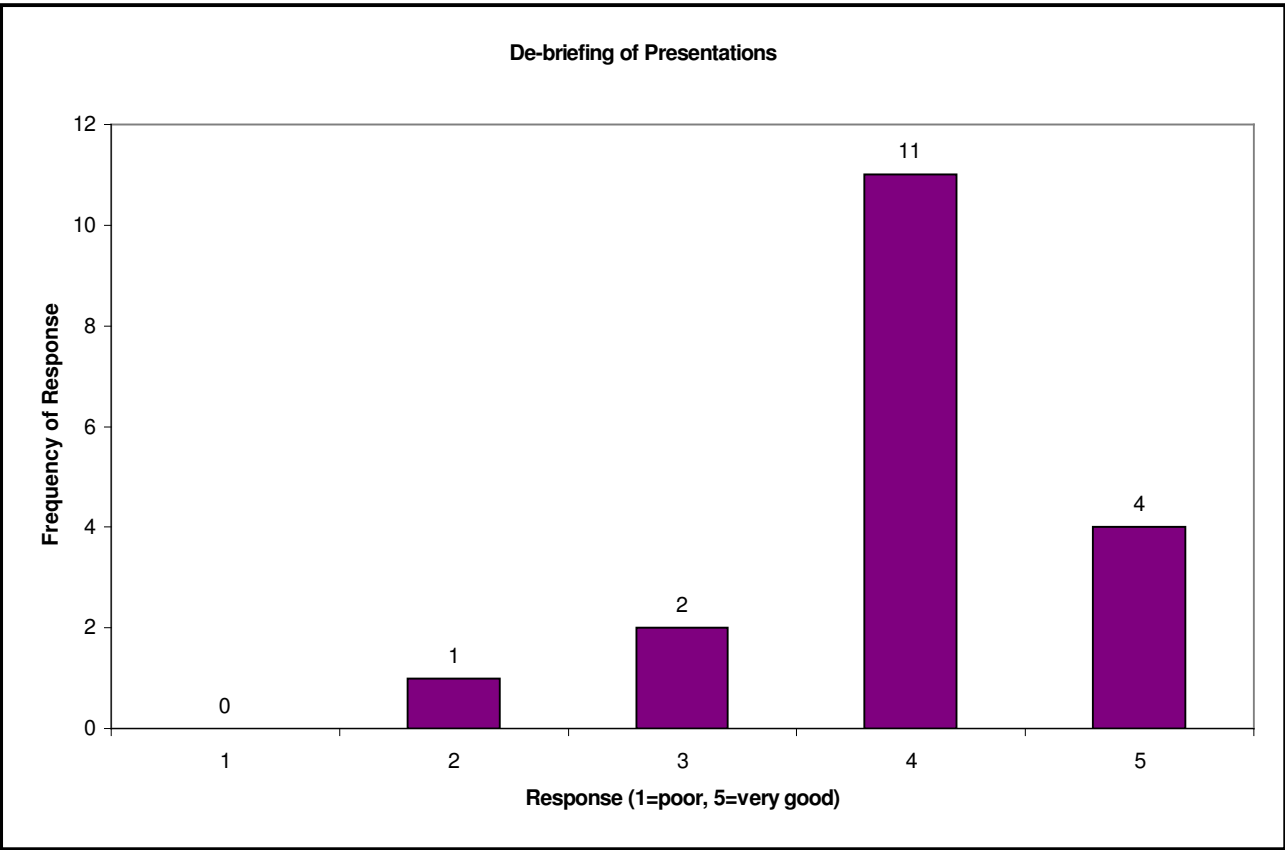


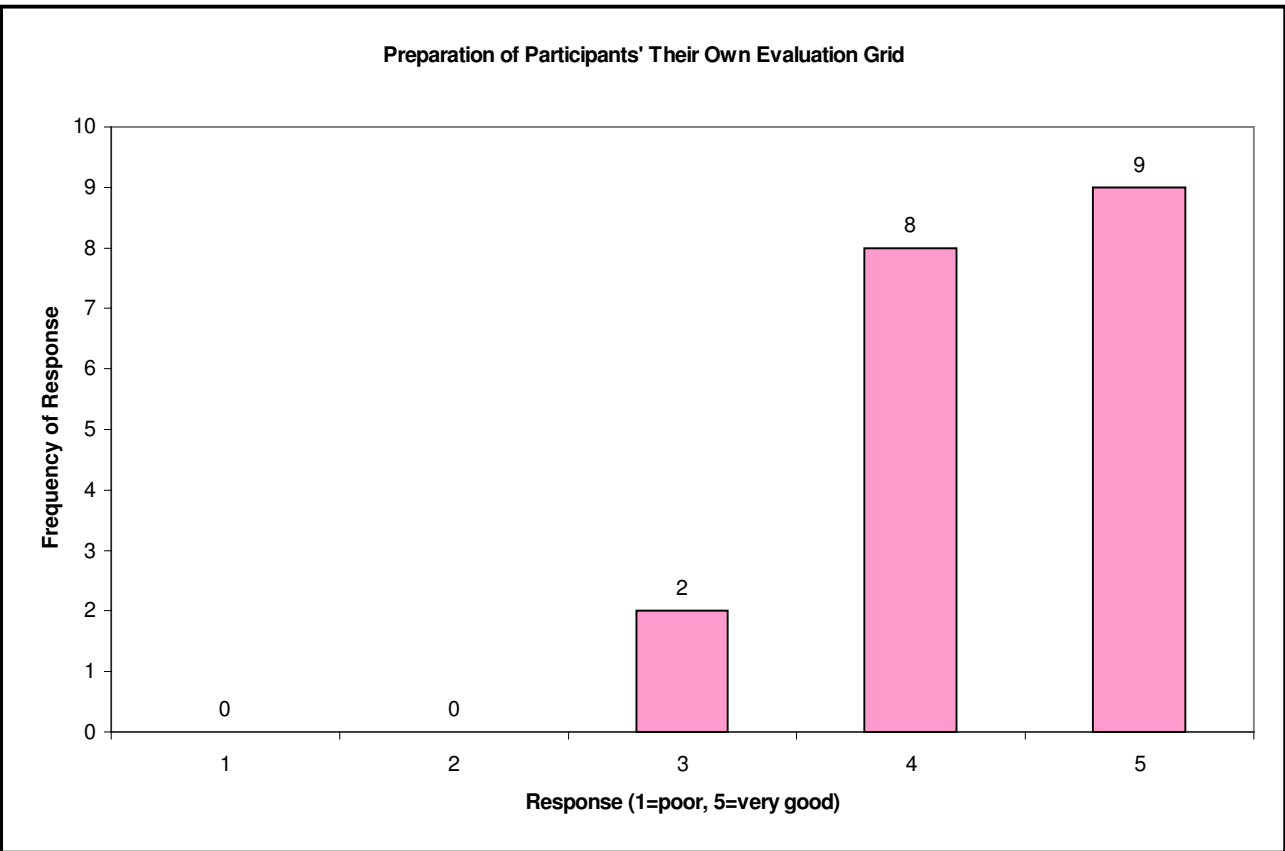
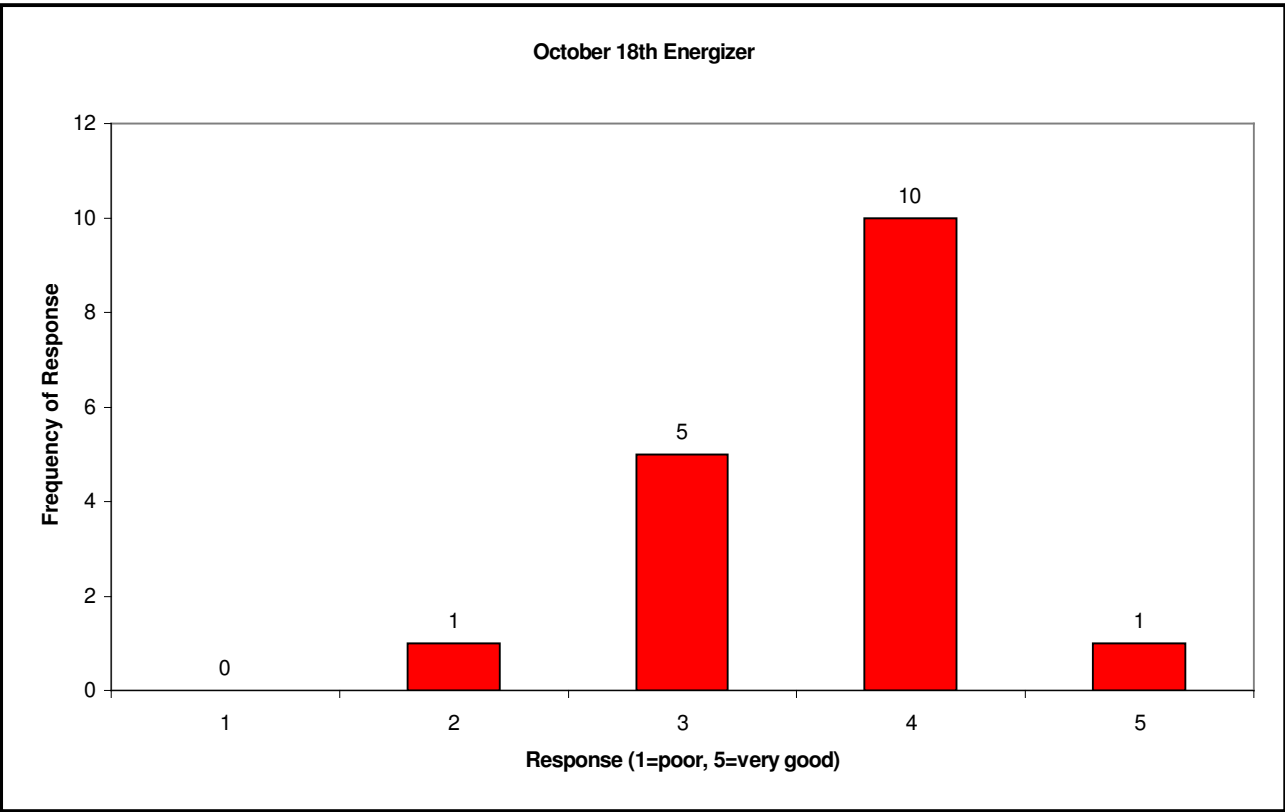




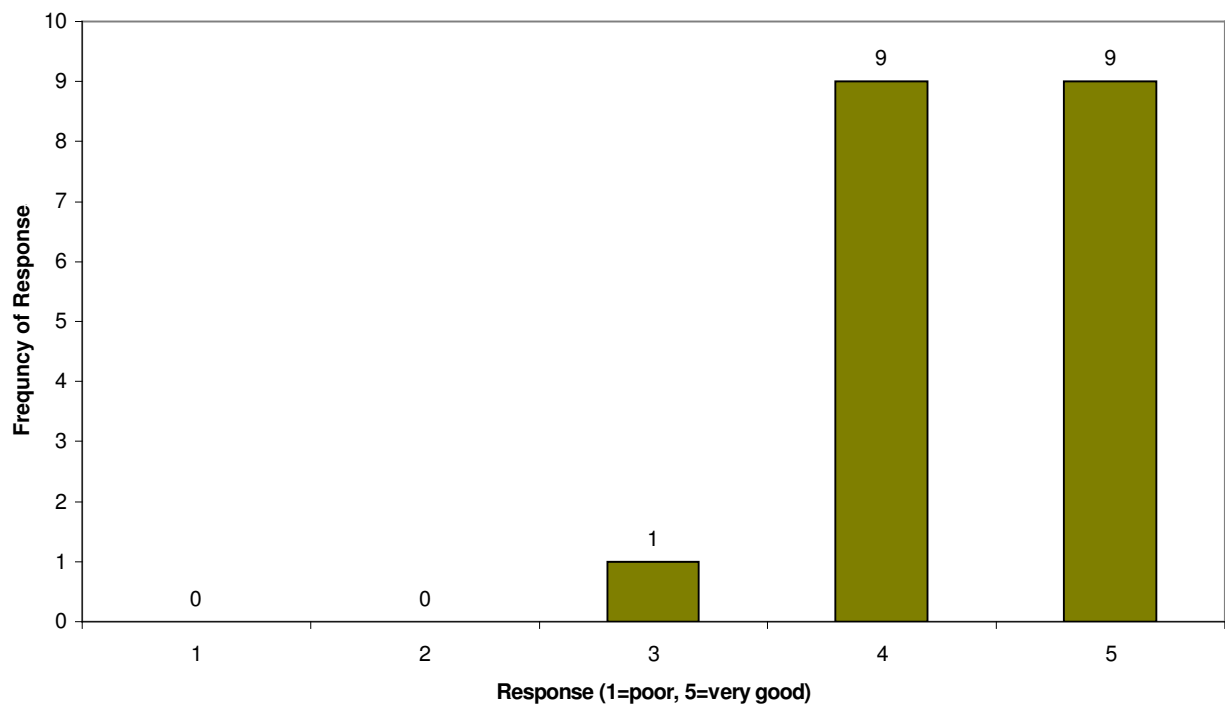




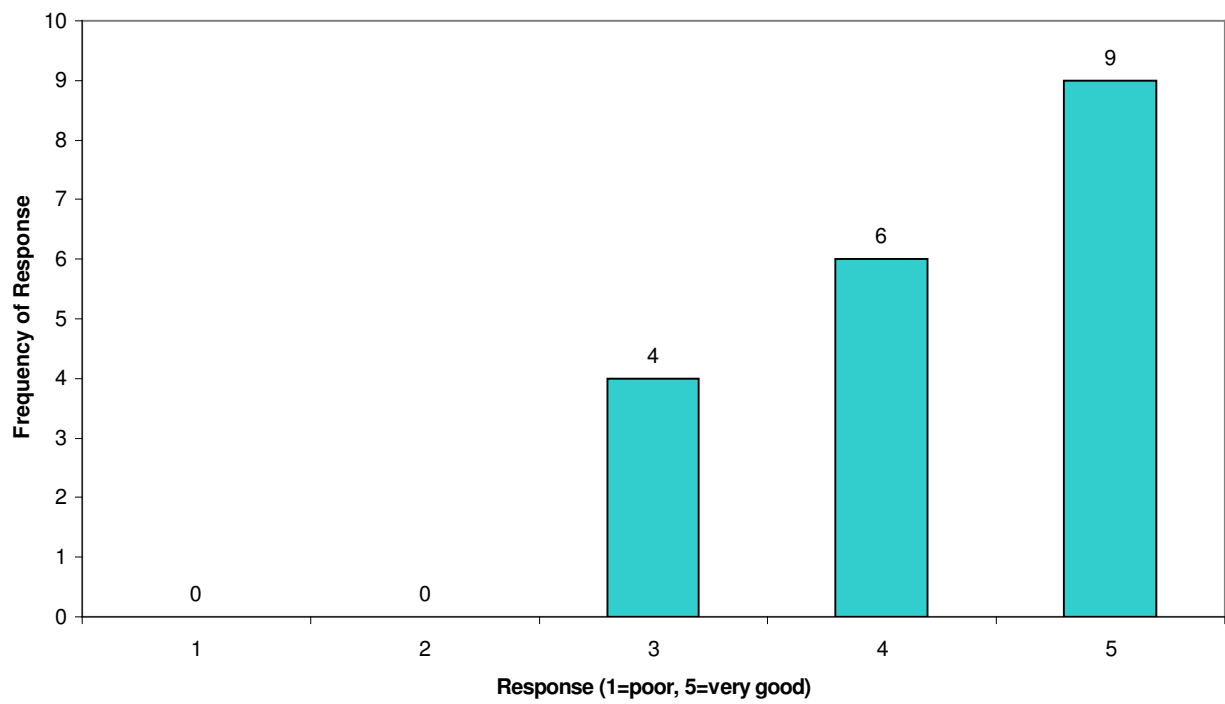




Creation of a Common Self-Evaluation Grid



Self-Evaluation by Participants



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