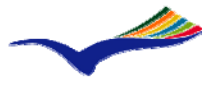


SALTO-YOUTH
E U R O M E D
RESOURCE CENTRE



Education and Culture

SALTO-YOUTH EuroMed

Training Course

“Inter-religious Dialogue”

Educational Report

Ajloun – Jordan, 2008

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F. CONTACT LIST

A- TRAINING TEAM and ORGANISERS

TRAINING TEAM

- Bernard Abrignani (France) – Support Trainer
- Christin Voigt (Germany) – Trainer
- Marta Piszczek (Poland) – Trainer
- Roy Abou Habib (Lebanon) – Coordinator and Trainer

ORGANIZERS

SALTO-YOUTH EuroMed Resource Center, Paris

- Bernard Abrignani

Jordanian EuroMed Youth Unit (EuroMed YOUTH Programme III)

- Ali Bibi
- Mohanad Acrouch

B- INTRODUCTION

The Training Course “inter-religious Dialogue” took place in Ajloun (Jordan) from June 22 – June 30, 2008.

Participants and team met in Ajloun city, venue of calmness and far away from all distractions to discuss about the topic of inter-religious Dialogue, In Jordan the first after 3 years of absence from Hosting in a Mediterranean country, 24 youth workers from European and Mediterranean countries, committed to the EuroMed YOUTH Programme and with the challenge to test, taste, analyse and produce *on the inter-religious Dialogue topic*; to make a trip on time to create together a new future for the Euro Mediterranean region.

Below you have the report of the TC from the starting point of the Implementation of the Training Course.

This SALTO-EuroMed Training Course is an initiative of the SALTO-YOUTH EuroMed Resource Centre (European Commission) in partnership with the Jordanian EuroMed Youth Unit through the Euromed Youth Programme III.

C- Course Description

1.1 Background

Dialogue is “a necessity for all societies”. It is essential to build and develop; therefore, Neglecting dialogue today would be an act of fundamental human irresponsibility. Inter-religious Dialogue is certainly a challenge which demands “the intellectual, moral, and, the ability to accept the other.

1.2 Specify of the venue

Jordan seeks to be a model of modern Arab state that identifies stability, acceptance and tolerance as a priority for the region. It is through constructive dialogue that harmony is to be achieved.

This year the European commission indicated it is a year of intercultural Dialogue. It is important to implement activities in the region where Dialogue is curial for humanity, where conflict is mostly focused on religion.

Jordan is the first Mediterranean country to Host such a unique EuroMed Activity after the suspension caused for the decentralisation of the Euromed Youth Programme.

The first TC “Inter-religious Dialogue” took place in Istanbul (Turkey) in October 2007, during Ramadan and also during the Eid Bayram, and many partners, SALTO’s and regions were represented, it has a special aspects and it was the base activity for the one implemented in Jordan.

1.3 Aim and Objectives

The main aim of this training seminar is to prepare youth workers and future leaders in promoting dialogue among the different religions, spiritual and humanistic traditions mainly in the Euro-Med context where conflicts are increasingly associated with religious belonging.

It stresses the reciprocal interactions and influences between, on the one hand, religions, spiritual and humanistic traditions, and on the other, the need to promote understanding and mutual respect.

Objectives

The following **objectives** have been set in order to reach the aims as described above:

- To provide educational support and time for the participants to share and reflect about their own experiences and knowledge in the field of inter-religious dialogue
- To disseminate the principles of inter-religious dialogue using different means.

- To give the opportunity for participants to experience what is Inter-religious Dialogue for them to be able to transfer it into their realities.
- To identify common elements in relation with the other religions that help participants built common understanding
- To help and support participants in improving their competence (Knowledge, Skills, Attitudes and Values) in the field of inter-religious dialogue.
- To allocate space for the participants to develop project ideas in the field of inter-religious dialogue.

1.4 Profile of participants

The course is intended to be an opportunity for further training for youth workers and youth leaders who:

- Are experienced in the Youth field and familiar with this topic ;
- Are open to enrich their knowledge and awareness regarding the other cultures;
- Are committed to prepare themselves for the above-mentioned subjects, previous to their arrival and to do the remote work requested by the team in case of selection;
- Are motivated to undergo training and able to attend the course for its full duration;
- Are supported by their organization and have green light for implementing the Youth in Action and Euromed Youth projects;
- Are able to communicate in English or in French language
- Are residents in a European Union Member State, or in a Mediterranean Partner country signatory to the Barcelona Process.

1.5 Programme

	Sunday 22 June	Monday 23 June	Tuesday 24 June	Wednesday 25 June	Thursday 26 June	Friday 27 June	Saturday 28 June	Sunday 29 June	Monday 30 June
8:00		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:15	Pax arrival	Official opening / Get to Know each other	Energisers/ Intro of the day	Energisers/ Intro of the day	Energisers/ Intro of the day	Energisers/ Intro of the day	Energisers/ Intro of the day	Energisers/ Intro of the day	
9:30			What does religion mean to me?	Inter-religious Dialogue (Practice I)	Jordan Reality Dead Sea	Reflection after Jordan reality	Developing tools for IRD	Practising the developed tools	Pax Departure
11:00			Break	Break		Break	Break	Break	
11:30		Hopes and fears/ programme presentation	Religion past present and future	Inter-religious Dialogue (Practice II)	Lunch	IRD and youth work	Developing tools for IRD	Practising the developed tools	
13:00		Lunch	Lunch	Lunch		Lunch	Lunch	Lunch	
15:00		Religious Trivial pursuit	Principles Dialogue Decalogue	Inter-religious Dialogue (Practice III)	Jordanian Reality Baptism sight Mont Nebo	EuroMed Tools	Home visit	Practising the developed tools	
16:30		Break	Break	Break		Break	Break	Break	
17:00		Group Dynamic / Sight visit	5 sentences about religion exercise	Cooking activity per religion or per tradition + Dinner		Developing tools for IRD	Home visit	Follow up and Evaluation Official closure	
18:30		Reflection group	Reflection group		Reflection group	Reflection group			
19:00		Dinner	Dinner	Dinner	Group meeting	Dinner	Dinner	Dinner	
20:30	Welcome evening / Get to know Each other	NGO Café	Inter-religious Evening	Open workshop		Dinner out	Open workshop	Farwell Party	

D- Course Philosophy

The methodological strategy developed by SALTO-YOUTH EuroMed is founded on the following principles:

T.A.P.E.	S.T.A.R.
To T est – T aste To A nalyse To P roduce To E xchange - E valuate	S olidarity T olerance A utonomy R esponsibility – R espect

T.A.P.E. is related to the process developed during the TC and S.T.A.R. is related to values for EuroMed Youth Cooperation.

T.A.P.E.

Test-Taste-Teach

The TEST and TASTE phases are regarded as a first approach to the environment in which participants have the chance to know and to be aware of the place in which they are. During the TC's they are in different situations which allow them to self Test and in other moments they have the unique opportunity to Test new tools or methods. All the activities have to be done in a spirit of Tasting, enjoying each moment especially those linked to the topic but also the Taste of the inter-religious Dialogue.

Analyse

The ANALYSE phase concerns the act of analysing the activities that have been made during the TEST/TASTE phases, and then to reflect on the mutual links and interactions between the different pieces of information and experiences.

Produce

The PRODUCING phases proposed are those in which participants will present the work they have prepared during the TC on the tools related to inter-religious Dialogue, and the link they have to do when working with young people.

Exchange - Evaluate

The EXCHANGE is the transversal process during the TC. It is through the exchange (of opinions, ideas, skills...) that the participants have the chance to learn from each other and enrich their competences, knowledge and abilities.

To EVALUATE is the other transversal process that supports and checks if the activity reached the aims or not, it means to work with the participants in order to get a meaning out of the activity and to build up a common and shared "sense" for it.

S.T.A.R.

Solidarity

Mean to support each other to learn, to appreciate, to translate, to understand, to create.

Tolerance

Means to accept other points of view, ideas, ways of thinking and acting, uses and traditions, believes...

Autonomy

Means the opportunity given to the participants to manage by themselves, some stages of the programme, on with their own rhythm, aims and contents...

Responsibility

Mean the acceptance and the fact to assume the task given and freely accepted before coming and during the TC.

Respect

Mean something very difficult to have and to show sometimes. It is based on reciprocity and allows a trustful atmosphere and a good learning process with empathy.



E- IMPLEMENTATION OF THE TRAINING COURSE

1.6. Educational Units



This chapter includes the description of the different activities developed and implemented during the Training Course inter-religious Dialogue.

1.6.1 Introduction, Opening, Objectives, programme, hopes and fears


1. Title	Objectives, programme, hopes and fears
2. Background	A session to help participant learn about the programme
3. Aims	To build the frame of the training course
4. Objectives	<ul style="list-style-type: none"> • To make participants learn about the training objectives • To learn about the programme • To collect the hopes and fears of participants
5. Knowledge, skills and attitudes addressed	Knowledge
6. Materials and hand/outs	Paper to each participant in different shape for hope and fears Balloons and the written objectives Programme papers for presentations Stones.
7. Programme	<p>1- Objectives We have 6 objectives distributed in parts in balloons. Each objective one colour. Participants should search the balloons and according to the colours they will puzzled the objective and explain it to others. The trainers add comments if needed.</p> <p>2- Programme presentation The trainers expose the programme day by day on the floor of the training room and explain the logic of the flow of the different slots. After there are many questions that should be asked and the participants will react by putting their stones on each slot of the programme. Reactions from the team.</p> <p>3- Hopes and fears Each participant will receive a ray for the expectations he/she has, a cloud for a fear and a star for contribution and we will make a board of the training condition. This will symbolise the expectations, the fear and the contribution and it will change everyday. The trainer will make a feed back after all participants stick their answers.</p>

Submitted by	The Team
Annexes	  C:\Documents and Settings\user' C:\Documents and Settings\user'

1.6.2 Getting to know each Other


1. Title	Getting to know each other
2. Background	After opening session it is a way to make people know each other
3. Aims	To build the group
4. Objectives	<ul style="list-style-type: none"> • To make participants learn about themselves • To learn each other names • To break the ice between the participants.
5. Knowledge, skills and attitudes addressed	Knowledge
6. Materials and hand/outs	5 Paper to each participant for the bargaining game One passport paper for the passport game.
7. Programme	<p>1- First game (bargaining game) Give each participant 5 small papers, ask them to write their names on each paper. Collect the papers and mix them and ask the participant to collect five paper with the same name, it doesn't have to be there own name. the one who bargain and collect the series of name will sit down, when everyone finish you ask the participant to say which name they bargain for until all participants speak.</p> <p>2- Second game the passport Give each participant a paper designed to be a passport. Ask the participants to write only their names, put on some music and make people go around in the room and exchange the passport they have, when the music stops ask each participant to draw the shape of the face of the person they got during the exchange. Put the music again and participants will exchange the papers again. Second round ask for drawing the eyes, third round ask for drawing the nose, fourth round the ears, fifth round the hair, sixth round ask about their mission during the TC and the last round ask about their talents.</p>
Submitted by	Roy
Annexes	  C:\Documents and Settings\user' C:\Documents and Settings\user'

1.6.3 Religious Trivial Pursuit


1. Title	Knowledge of religions "Religious Trivial pursuit"
2. Background	After opening session and programme presentation participants will share their knowledge about different religions
3. Aims	To share and discuss different aspects of different religions
4. Objectives	<ul style="list-style-type: none"> • Discover different religions • Gain knowledge about the six religions that are presented in the game • Develop an understanding for the similarities of religions
5. Knowledge, skills and attitudes addressed	<ul style="list-style-type: none"> - basic knowledge about different religions - empathy - abstract thinking
6. Materials and hand/outs	<ul style="list-style-type: none"> - a prepared game - colored pens - Flip chart and markers
7. Programme	<ul style="list-style-type: none"> • Introduction to the topic (5 minutes) • Explaining the rules • Forming small groups • Playing the game • Conclusions and evaluation
Submitted by	Christin
Annexes	 C:\Documents and Settings\user' C:\Documents and Settings\user' C:\Documents and Settings\user'

1.6.4 Group Dynamic Sight Visit

1. Title	Sight Visit
2. Background	After knowing each other it is important to know the environment of the training facilities
3. Aims	To learn about the surroundings
4. Objectives	<ul style="list-style-type: none"> • To make participants learn about surrounding • To learn about the village • To discover their capacities and build the group
5. Knowledge, skills and attitudes addressed	Knowledge, life skills

6. Materials and hand/outs	1 Paper to each group with questions
7. Programme	1- We divide the group in 5 different mixed groups, we give to each group a task sheet and they have 1h30 to fulfil all tasks in the sheets. When the group come back we correct the answers in plenary.
Submitted by	Roy
Annexes	 C:\Documents and Settings\user'

1.6.5 Daily Evaluation

1. Title	Daily Evaluation
2. Background	After everyday work
3. Aims	To evaluate the process
4. Objectives	<ul style="list-style-type: none"> • To Evaluate the day • To Evaluate the learning process • To have a feed back from participants
5. Knowledge, skills and attitudes addressed	Attitudes, life skills
6. Materials and hand/outs	1 Paper to each group with questions 1 paper with the tree drawing
7. Programme	1- We divide the group in 5 different mixed groups, we give to each group a sheet with question and another one with a drwing of a tree and many person on it and they have to answer the question and the show themselves on the tree. When the group finish they choose everyday one representatives and they come to meet with the team.
Submitted by	The team
Annexes	 C:\Documents and Settings\user'

1.6.6 NGO Café

1. Title	Getting to know each other's association
2. Background	After dinner of the first day
3. Aims	To learn about the NGO work
4. Objectives	<ul style="list-style-type: none"> • To make participants learn about each other's association • To discover new association, programmes, activities • To exchange experiences.
5. Knowledge, skills and attitudes addressed	Knowledge
6. Materials and hand/outs	1 Paper to each participant to prepare his/her presentation
7. Programme	<p>1- The participants will have 10 minutes to prepare on A4 paper information about their association (Name, Aim, Objectives, Programmes, Activities, Target group...)</p> <p>2- We give each participant a number from 1 till 5. For the first round of 20 min all number 1 will meet and sit together and explain to each other about their associations. For the second round of 20 min we have numbers from 1 till 5 who will meet to explain about their association and the last round of 20 Min will be free for participants to choose the table they like to share with the participants they did not meet yet.</p>
Submitted by	Roy

1.6.7 What does religion mean to me?

1. Title	What does religion mean to me?
2. Background	Before starting the Dialogue Decalogue explanation
3. Aims	To reflect on different meanings and positions of religion.
4. Objectives	<ul style="list-style-type: none"> • To reflect on own understanding of religion and its meaning for personal life • To identify common and different points in relation with other religions that help participants to build common understanding



5. Knowledge, skills and attitudes addressed	Skills to communicate constructively in different environments, show tolerance, express and understand different viewpoints.
6. Materials and hand/outs	Objects brought by participants.
7. Programme	1. Round in the plenary – answering what religion means to me through explaining why such objects participants chose. 2. After the round we can see if participants have comments or questions of clarification in order to deep in the conversation.
Submitted by	Christin

1.6.8 Religion, past, present and future

1. Title	Religion past present future
2. Background	Activity before Dialogue Decalogue
3. Aims	To give a historical point of view
4. Objectives	<ul style="list-style-type: none"> • To highlight differences and common things • To explain historical aspects that influence the religion • To make participants more aware about the religion aspect
5. Knowledge, skills and attitudes addressed	Knowledge
6. Materials and hand/outs	Computer, and beamer
7. Programme	1. Round in groups – give the participants the name of many religions, and ask them in groups to make it from the oldest to the newest one. Correction in plenary + video presentation. 2. Group work on the days of the week, to put them in different languages and to give the meaning. Presentation in plenary. 3. To play music from different religion and the participant need to guess to which religion the music belong to.
Submitted by	Bernard


1.6.9 Principles Dialogue Decalogue

1. Title	Principles Dialogue Decalogue
2. Background	The first activity provided by the team related to IRD after a round of what does religion mean to me
3. Aims	To draw the principles of Dialogue
4. Objectives	<ul style="list-style-type: none"> • To make participants learn about 10 commandments • To practise each commandment through an activity.
5. Knowledge, skills and attitudes addressed	Knowledge, Attitude
6. Materials and hand/outs	Papers, ropes.
7. Programme	<p>Introduction of the IRD and dialogue Decalogue 5min Exercises to explain the commandments 2 hours each one 12 min.</p> <ol style="list-style-type: none"> 1. Ask people to think about what do the stars mean to you? And after 3 min ask each two to reflect about their answers 12 min <u>Debriefing by the team.</u> Did you have an idea what your partner was going to say? What is that mean? First commandment : “That you should learn from each other and only like this you can change and grow” 2. Square exercise (divide the squares in 2 shapes and mix) give each participant part of a square and ask them to build each one a square, for that they have to check and exchange part with others. <u>Debriefing by the team:</u> How did you manage? Did you go to the people you know or you tried with new people? In your opinion how can we link it to inter-religious Dialogue? 3. Hide and seek? As people to be by 2 and they should win 3 times in the hide and seek game <u>Debriefing by the team:</u> Were you honest? Did you think that your partner was honest? How do you feel? In your opinion how can we link it to inter-religious Dialogue? 4. Take a paper build a boat; make a group of four, check with the others if they make a boat? Was it a boat? Discussion in the group then in plenary and go to conclusion that we compare practice to practice and ideals to ideals 5. Draw you religion? Your partner should explain your drawing and then you compare if it is true. In your opinion how can we link it to inter-religious Dialogue?

	<p>6. Half of the group outside and half inside? The first half will get a quiz to solve see attachment and the second part will have a physical exercise by 2 with a rope and they are attached and have to get rid from each other. <u>Debriefing by the team:</u> What did you feel? Why you gave up? It is important to make an effort and not to jump to conclusions faster according to your experiences.</p> <p>7. We make every person teach the technique of the previous exercise to the others? We highlight the question of teaching.</p> <p>8. Trust exercises the falling back: each 3 participants will be together, one will start to fall and the other 2 will catch, and each time the distance to fall will get bigger <u>Debriefing by the team:</u> What do you think that it could be important? Was their any difference between each time?</p> <p>9. Think about things that you do not like about yourself. Choose only one and share with the group without any explanation. Was it easy to do so? Why did you choose the one you shared with the group? Is there any one who choused the worst one?</p> <p>10. Conclusion with inviting people to live the 10th commandment by practicing the whole week.</p>
Submitted by	The Team
Annexes	  C:\Documents and Settings\user' C:\Documents and Settings\user'

1.6.10 Five sentences exercise

1. Title	5 sentences exercise
2. Background	The first activity after Dialogue Decalogue
3. Aims	To help people practice the commandments
4. Objectives	<ul style="list-style-type: none"> To make participants experiment many of the commandment focusing on the first and the third
5. Knowledge, skills and attitudes addressed	Knowledge, Attitude
6. Materials and hand/outs	Papers.

7. Programme	<p>We make 5 tables and participants are divided into 5 groups. Each group sits at a table with a box on which the statement is stacked. At the beginning of the 10 minutes each participant makes a vote to be put inside the box (each table read own question and everybody answer immediately yes or no, meaning I agree or I don't agree with a statement) and then the discussion starts. After 10 minutes we change the table so at the end everybody voted to each sentence and each table had a chance to discuss each issue. When discussing the last issue we count the votes and the results are prepared on a flipchart for debriefing.</p> <p><u>Debriefing:</u></p> <ul style="list-style-type: none"> • How was the discussion for you during the exercise? • Did you try to practise one of the 10 Commandments during this exercise? Which one? Was it easy/difficult to follow or to remember them? • Did you want to change your yes and no after discussion and why?
Submitted by	Marta
Annexes	 <p>C:\Documents and Settings\user\</p>

1.6.11 Inter-religious/cultural Evening


Title	Inter-religious/cultural Evening
Background	The interaction and cooperation of the participants is essential in the group development. In this session the participants will have the opportunity to come closer to each other by presenting and sharing their own cultures through presenting pictures, dances, songs, food, symbols, focusing on the religious aspect through the things the team asked the participant to bring before coming.
Aims	To share and discover the cultures and religions existing in the group
Objectives	<ul style="list-style-type: none"> • To get to know and experience different aspects of cultures and religions. • To discover different approaches on how the participants perceive their own culture and religions as well as the others. • To create a deeper group atmosphere and acceptance of each other
Knowledge, skills and attitudes addressed	Knowledge, Skills

Programme	<p>Introducing the night Showing the different steps. Explaining that during this night we are going to do our inter-religious/cultural Participants are asked to produce what they have as ingredients according to the following: First round presentation of the countries specialties and food including explanations on the history, the story, traditions and the religious symbol. After the groups start to visit each others stands to taste and feel.</p>
Materials needed	<p>Music, food and drinks, posters and brochures brought by the participants; tables, empty place in the walls, drawing papers, paints, brushes, crayons, markers, crepe papers, masking tape, glue, magazines and newspapers for pictures, scissors.</p>
Submitted by	The team

1.6.12 IRD Practice I

1. Title	Picture language
2. Background	The second activity after Dialogue Decalogue
3. Aims	To help people practice the commandments
4. Objectives	<ul style="list-style-type: none"> To make participants experiment many of the commandment
5. Knowledge, skills and attitudes addressed	Knowledge, Attitude
6. Materials and hand/outs	Papers and pictures
7. Programme	<p>Many pictures are hanged on the wall. Participants are asked to choose 2 pictures, the one who is the best for you and the one who is the worst for you? Why did you choose these pictures?</p> <ul style="list-style-type: none"> Do you have a question to any of the participants to clarify what he/she said? Do you have any comment or some sentences attracted you from the group? To what commandment do you think that this exercise refers to?
Submitted by	Roy


1.6.13 IRD Practice II

1. Title	Inter-religious Dialogue practise 2: "With who would you like to live?"
2. Background	Third activity after dialogue Decalogue
3. Aims	To make participant experiment IRD themselves.
4. Objectives	<ul style="list-style-type: none"> To make participants more expressive To respond to the third commandment of the dialogue Decalogue that each participant must come to the Dialogue with complete honesty and sincerity.
5. Knowledge, skills and attitudes addressed	Life skills, and attitude
6. Materials and hand/outs	Paper of the 14 sentences to each participant
7. Programme	<p>Intro of the exercise and explanation (5min)</p> <p>a) Individually, you select with whom would you prefer to live by rating the 14 possibilities from 1 (best choice) to 14 (never!). 15 minutes</p> <p>b) In groups of 4, you exchange your three best and three worst choices, and discuss the reasons which led to your choice or refusal. 30 minutes</p> <p>c) In plenary, we debrief and exchange on the exercise. 30 minutes</p> <p><u>Debriefing:</u></p> <p>Did you come quit close to each other or you were far away in your decision?</p> <p>Did you understand the explanation you heard from the others?</p> <p>Do you accept these explanations? Why?</p> <p>What do you understand from this exercise?</p> <p>To which commandment do you think that the exercise refers to? (explain)</p>
Submitted by	Marta
Annexes	 <p>C:\Documents and Settings\user'</p>

1.6.14 IRD Practice III

1. Title	In and outer circle discussion
2. Background	Fourth activity after dialogue Decalogue
3. Aims	To make participant experiment IRD themselves.
4. Objectives	<ul style="list-style-type: none"> To make participants more expressive
5. Knowledge, skills and attitudes addressed	Life skills, and attitude
6. Materials and hand/outs	None
7. Programme	<p>Intro of the exercise and explanation (5min)</p> <ul style="list-style-type: none"> We divide the group into 4 groups of 6 people, each group will go with a trainer. The first round 3 people will discuss this question: “who influence whom more religion or politics” 3 participants will have 8 min to discuss and the other 3 will be observing each one of them one participant. After the 8 minutes a round of 3 minutes each participant with his assistant or observer to give him feedback about the topic and about the way of discussion then another round of 8 minute will be launched before the switch of roles. The second round will follow the same process with this question: why all religions give a superior position to men upon women. <p>Debriefing:</p> <ul style="list-style-type: none"> What did you feel? How was the meeting with your assistant? What did you discussed? Were you satisfied with your assistant? Your assistant was satisfied with you? What is your conclusion?
Submitted by	The team

1.6.15 ENP – Cooking related to religion

1. Title	Cooking activity
2. Background	After all IRD practice
3. Aims	To make participants taste the others religions.
4. Objectives	<ul style="list-style-type: none"> To make participants expose their religion in a different way To explain about the food and the relation with religion
5. Knowledge, skills and attitudes addressed	Knowledge, skills
6. Materials and hand/outs	Kitchen and all ingredients brought by participants.
7. Programme	<p>Intro of the activity through a power point presentation</p> <ul style="list-style-type: none"> Preparation phase Explanation phase Eating phase
Submitted by	The team
Annexes	 <p>C:\Documents and Settings\user'</p>

1.6.16 EuroMed YOUTH Programme and Youth in Action Programme

1. Title	Reflect on Jordan reality
2. Background	After visiting the baptize sight, the dead see, mount Nebo and Madaba.
3. Aims	To make participant reflect about the tour they had
4. Objectives	<ul style="list-style-type: none"> To make participants more expressive and extract their learning
5. Knowledge, skills and attitudes addressed	Life skills, and attitude
6. Materials and hand/outs	Flipchart papers and colourful pen to draw.

7. Programme	<p>Intro of the exercise and explanation (5min)</p> <ul style="list-style-type: none"> We divide the group into 4 groups of 6 people; each group will go to answer these questions: <p><u>Questions:</u> How did you feel? What surprised you? What was your learning? What you will remember about this day? How do you link this day to Inter-religious dialogue? Do a drawing that reflects your answer to share it with other groups in plenary.</p> <p>After each group will explain his drawing in plenary and the group can ask questions.</p>
Submitted by	Christin

1.6.17 IRD and Youth Work

1. Title	IRD and youth work
2. Background	The linking session between the first part and the second part of the programme.
3. Aims	To make participant reflect about their work with youth according to IRD
4. Objectives	<ul style="list-style-type: none"> To make participants reflect on many questions related o youth work To give them more ideas that could be helpful in the tool development period.
5. Knowledge, skills and attitudes addressed	Knowledge and attitude
6. Materials and hand/outs	Flipchart papers and post it.

7. Programme	<p>Intro of the exercise and explanation (5min)</p> <p>Sharing is the first part in plenary Do you think it is important to work with young people about IRD? Yes or No explain why? 5 min 30 min to share in plenary</p> <p>Group work rotation will be the second part, every group on one table with a flipchart paper and a question</p> <ul style="list-style-type: none"> • What is the role of a youth worker who wants to tackle the subject of IRD with young people? • What are the limits when working with young people about the topic of IRD? • What are the challenges while working with young people about the topic of IRD? • What kind of methods/tools might be most effective with young people? • How do we know that we succeeded/or not while working with young people about the topic of IRD and how we measure our results?
Submitted by	Roy and Marta

1.6.18 EuroMed Tools

1. Title	EuroMed Tools
2. Background	Before starting the tools development
3. Aims	To give an overview about the existing tools
4. Objectives	<ul style="list-style-type: none"> • To make participants more knowledgeable about the existing tools • To motivate the participants to surf the SALTO website
5. Knowledge, skills and attitudes addressed	Knowledge
6. Materials and hand/outs	Computer, and beamer
7. Programme	1. Presentation of the existing tools and explanation
Submitted by	Bernard

1.6.19 Tool development

1. Title	Tool Development
2. Background	After the session of IRD and youth work The best tool is the one you create yourself
3. Aims	To make create tools that could be used with youth related to IRD
4. Objectives	<ul style="list-style-type: none"> • To make participants work in teams • To give them the possibility to create one tool related to IRD • To make them experiment the dialogue through communication in team • To feel the difficulties of working in an multicultural group
5. Knowledge, skills and attitudes addressed	Skills, knowledge and attitude,
6. Materials and hand/outs	Tool outline (see attachment)
7. Programme	<p>Intro of the exercise and explanation of the whole process (from preparation to implementation and debriefing) 2 flipchart will be hanged on. One for the group division. And how it should be</p> <ul style="list-style-type: none"> • 6 groups of 4 people • Mange the geographical and gender balance • To have diverse experience in each group <p>Another flipchart about the tool</p> <ul style="list-style-type: none"> • The tool should be applicable for a group between 8 and 30 people • It should be implemented in 1 hour • It should be based on the non formal education approach • It should be linked to IRD <p>The group will have one night and half a day to finalize the tool session. The team will be available to all kind of support. During the presentation day the participants will have 3 period of 1h30. 2 workshops will be run in parallel and the participants will choose where to go, also the trainers. Who will start will be based on chance: 6 groups and they have to pick their number from a box and they will know if they are the first second or last ones to present. The participants will run their session for 1hour and then they will have 30 min of debriefing with the team. The debriefing will start by an auto-evaluation by the team who run the workshop, after by the group, third by the team of trainers. After we go to a second round of 1h30 and then to a third round.</p>
Submitted by	Roy



1.6.20 Practicing the developed tools

Tool outline

Name of the Tool : The information PUZZLE

Duration of the activity: 1 hour

Team: Joao, Karolina, Orlando, Noor

Aim and Objectives

- To develop dialogue between groups
- Evaluating the knowledge gained by participants during the TC.
- To increase their awareness about missing knowledge in certain subject.

Description of activity/ Programme

Participants are being divided into 2 groups. (3 minutes)

Trainers present the rules of the game.

Participants are given "gig saw" puzzle and spend to put pieces together.

When picture is complete, they see what religion does it represents. However, during the game they will find few pieces missing. They have to look in other groups to find missing parts in order to complete their picture.

1

Note: If participants find it difficult to make the puzzle, they can be given support from the trainers. They will be given opportunity to answer 3 questions about religions point. If they answer the first question, they would be able to see the original picture for 10 seconds. If they answer the second, they will be able to more 10 seconds. At the end (after answering the 3 questions correctly), they will would be able to look for 30 seconds.

After picture is complete, the group can start thinking about the religion that is shown at the picture. They have to do the brainstorming and write as many any information, facts they know about this religion.

One correct information counts as 1 point. Each group as 25 to 30 minutes to do the puzzle and write the information. So the sooner they finish doing the puzzle the more minutes they have to write about religion. It is arranged in a way that, for example: the Christians are supposed to do the puzzle about Islam and write as much they know about the religion. And Muslims are supposed to do the puzzle about Christians and write as much they know about the religion. When the group it's bigger it is possible to include more religions and make the group mixed.

Materials needed

- Paper sheets, Questions about religions
- Printed pictures that represents religion
- The pieces of the original picture (puzzle), Score board
- Award for the winner, Flag for each group.

Tool outline

Name of the Tool: Is love enough?

Duration of the activity: 1h

Team: Marco, Franziska, Sandy, Jamal

Aims

- To have a better dialogue between different religions/ cultures/ mentalities
- To be interested in cultural diversity

Objectives

- To increase the awareness about stereotypes within ourselves
- To increase the awareness about stereotypes that others have towards you

Description of activity/ Programme

1. Energizer to divide the groups (5 min.)

The energizer is meant to prepare the role play and to energize of course. For the role play you need to divide the group in small groups of min. 4 persons and each person has to play one character in the play. So for the energizer you prepare a certain number (the number of ppl in the group) of balloons and you inside each a paper where the characters needed are written on. They are:

A. Muslim Family: Muslim father, Muslim mother, Muslim daughter and Christian aunt

B. Christian Family: Christian father and mother, Christian son and Agnostic uncle

(If you have a very huge group you can increase the number of member of the families e.g. adding sisters and brothers or you can invent a new type of family) You should put the characters of the same family in balloons of the same colour e.g. red and green.

Then you give to each person a balloon and then you make them switch the balloons among them (passing them right/ left ... give it to the person you like etc.)

You play music and when you stop it all the ppl with the same colour are in one group.

2. Role play (10 min. per family + 5 min. preparation time)

To each group you explain their exercise. (See the attached paper)

They have 5 minutes to prepare their role play (max. 10 min) and then they have to present their sketch.

They have the following task:

2

Group A

What you have to do:

You are one Muslim family. You consist of four members: a Muslim father, a Muslim mother, a Muslim daughter and a Christian aunt (married to one uncle who is Muslim). The daughter has a Christian boyfriend and she wants to introduce him to her family.

You have 5 minutes to prepare yourself in order to represent your character. You can use whatever you want.

The group has to present a 10 minutes sketch to the other group.

The scene will be a family meeting in order to speak about this relationship.

Group B

What you have to do:

You are one Christian family. You consist of four members: a Christian father, a Christian mother, a Christian son and an Agnostic uncle. The son has a Atheist girlfriend and he wants to introduce her to his family.

You have 5 minutes to prepare yourself in order to represent your character. You can use whatever you want.

The group has to present a 10 minutes sketch to the other group.

The scene will be a family meeting in order to speak about this relationship.

Tool outline

Name of the Tool: M-I?

Duration of the activity: 1hour

Team: Tim / Sèb / Marwa / Helga

Aim and Objectives

- To develop cultural diversity awareness

Short terms objectives

- To provide room to reflect upon stereotypes and prejudices

- To be open minded to self-criticism

- To develop a common ground combining people from different background

Description of activity/ Programme

1. Introduction to the activity (2/3 m)

2. Creation of two groups, attribute tasks:(10 m) at this phase the team will be divided into two subgroups, 2 of the team members will be inside and the other 2 will be outside

o A - Selection of 3 PAX who can be volunteers or chosen by the team, depending on the characteristics of the group. Different roles will be given to the PAX. These roles were beforehand prepared by the team – please see annex A. The role-profile should be used as a guideline, nevertheless PAX should add his/her creativity, though constructing their own story.

o B – Meanwhile the team is going to provide the instructions of the game to group B: after observing the play, ran by group A, they have to guess which character belongs to each religion -**Christianity, Islam, Judaism**. ACHTUNG! None of the PAX will be informed who represent which religion. (5 m)

3- The show begins: the role play starts.

Once the role play is finished, each one of the PAX has to mention which one represents which religion, as also refers why they have taken this option. One of the team members writes the reasons of the PAX choice in flipchart, which should be used as reference when the discussion is open – step 5 (15 m)

4- The concept of the stereotype: each one of the PAX will be asked to define the concept of the stereotypes and write it. These will be posted then on the Flip board. (2 m)

5- Open the discussion:

Did you really think that there were any of mentioned religions in this role play? The moment of the truth – **none** of the characters are either religious.

So, we will discuss according to that, the stereotypes that they had before concerning the three religions that the group has represented. (20 m)

Input session (10 m)

Materials needed

Post its, Flipchart of paper, Flipchart board, 4 copies of Annex A, Markers



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Annexe:

3

Tool outline

Name of the tool: "Conflict Story"

Duration: Max 1 hour

Team: Sonia, Kifah, Joussef, Nicola

Aim & Objectives:

The aim is to learn and reflect about our realities and those of the others through role-playing in the context of inter-religious conflict.

The objectives are to exercise and internalize the first and the tenth commandments.

Description of activity:

To create a simulation relevant to inter-religious dialogue which includes two-four initial actors playing different roles and a group of spectators. In this activity, the purpose is about an agnostic girl who was baptized in her childhood, felt in love with a Muslim boy. According to the objectives we expect to underline the prejudice which can be caused by this kind of relation. For sure, this relation can be transferred to any kind of situations regarding the relation between a boy and a girl from different faiths and culture. For this, four roles will be played :

- The girl

- A friend of her, a devoted Christian, deeply involved in his church and who has never experienced friendship with Muslim people

- An other man, the boy's brother, coming from a traditional muslim family, who is completely against this kind of relation because he supposed that his culture could disappear

- An agnostic feminist, who believe in the woman right hardly and for whom has the girl to make her choice.

4

1) (5-10 minutes)- The roles should be assigned to participants who belong to different ideologies than that of the role they are playing. Afterwards, the actors are exposed to the "conflict story" and introduced with their roles separately from the spectators. Actors are asked to prepare for playing their given roles individually and to articulate some relevant arguments that could support their point of view during the interaction with the other actors. In parallel, the spectators are given an explanation to their function which is listening to all actors, trying to understand the actor's attitudes and feelings, and thinking of alternative behaviour which can promote a resolution for the conflict.

2) (10-15 minutes)- The actors start playing and arguing over the conflictual topic. During this time, the spectators are supposed to listen only without interfering.

3) (15-25 minutes) – Spectators could choose to replace one actor, playing his role differently and trying to change the nature of the interaction in a positive way. If there is no change in the interaction, other spectators are allowed to replace another actor.

4) (The final phase between 10-15 minutes) – reflecting on the exercise, connecting it with the objectives and the relevant commandments and discussing the learning of the different participants. To give relevant answers we will give some questions such as :

- What have you learned?

- How were your feelings?

- Can you describe the feelings when you played the character?

- How the situation would have been different if they were playing the situation for real (according to their lives and ideologies)?

- According to your experience in your role-play, which were the main reason(s) that push you to arguing? Which has been (or could be) the approach that can resolve this kind of inter-religious issues.

Tool outline

Name of the Tool: **SOKI by Ajloun– card game**

Duration of the activity: **1 hour**

Team: The names of the responsible team members:

Sonja (Portugal)

Olfa (Tunesia)

Karin (Austria)

Iyad (Jordan)

Aim and Objectives:

The aim is a long term objective that you would like to achieve through this workshop and other workshops also. The objectives are specific to the session you will run; they should be concrete and possibly more than one.

- ✿ **Initiate a IRD dialogue**
- ✿ **Knowledge about religions**
- ✿ **Teamwork – decision making in a group**
- ✿ **Be aware of prejudices and**

Some cards are not really religious symbols, words or pictures but will be put according to knowledge of the groups in certain “corners”.

The cards are not always clearly matched with one religion so it will create a debate in the group where to put the card.

Prepare well for the religion you want to present

5

Description of activity/ programme:

The methodology includes also the approach to make sure that the above-mentioned objectives will be made achievable. (do not forget to list question for debriefing your activity)

The timetable as planned for the workshop.

PARTICIPANTS: 8-30

5 Minutes

Group building (if possible one according to each of the religions, one mixed) -> 4 to 6 groups

20 Minutes

Each group will sit on a table and get a pile of cards with religious symbols, words and pictures. They have to divide the cards according to the religions. You provide on each table in the corner a sheet with the religion you want to present (i.e. Judaism, Christianity, Hinduism, Buddhism and Islam). On this “corner” sheets the group put the card where it thinks it matches best. If there is a dot on the card drawn (or you use a certain colour for that card) then you are getting two points for each correct answer. The group who got the most point will win the game.

As an award you can provide a small symbol for a religion, or you provide it for every group according to the ranking.

10 Minutes for the ranking

20 Minutes for debriefing

QUESTIONS for the debriefing

- ☀ Group building -> can be better mixed, can be better only of one religion because they are curious about the religions and know a lot; depending on the group not necessarily a mixed group is better than another one
- ☀ Why did you choose this pictures, word, symbol for this religions, if it is not a clear symbol, difficult to match, not clearly related to religion, useable for more than one language....
- ☀ About what would like to know more about?
- ☀ Refer to symbols, prejudices, images, imaginations....; try to separate clearly among symbols, religion, prejudices, tradition...

Materials needed

List all materials you need to have available for the workshop.

Paper, Scissors, Pictures of the different religions, Clew

Create a card game with words, pictures and symbols of the different religions

It can be necessary that you have to translate the keywords into the languages of the participants.

Has to be verified!

List which is proposed by the team which is always meant to be improved and continued: see attachment below:



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Tool outline

Name of the Tool : our world, Notre monde,

Duration of the activity: 1 hour

Team: The names of the responsible team members.

Mr Ali BABA, Melle Christelle la belle, Madame Noha de Yanick

Aim and Objectives

The aim is a long term objective that you would like to achieve through this workshop and other workshops also. The objectives are specific to the session you will run; they should be concrete and possibly more than one.

Aim:

- To learn how to live in harmony with our differences
- To learn and to know how to accept the others.

Objectives:

- To acknowledge the place of the other in the same society
- To acknowledge the others' rights to live in the same society as me

Description of activity/ Programme

The methodology includes also the approach to make sure that the above-mentioned objectives will be made achievable. (do not forget to list question for debriefing your activity)

The timetable as planned for the workshop.

1. the trainer asks participants to introduce themselves: name/country/town (5min)
2. The trainer distributes A4 papers to the participants and asks them to draw their environment where they live. They have no restriction and freedom to choose the place they want to draw. (10min)
3. The trainer asks the participants to stack their drawings on the big flipchart paper, in order to create one city where they will have to live together. The trainer should have prepared other drawing representing different sites ex: Church, mosque, synagogue, school, municipality... the participants can use these drawings as elements to add to their society. (25min)
4. Participants introduce their city (5min)
5. Debriefing and questions (15min)
 - Are you satisfied with the results?
 - Is there something missing?
 - Was it easy or difficult to agree on the final outcome?
 - In what perception did you built your city? How did you manage to organize it?
 - How do you link this exercise to IRD?
 - Which commandment fits the most to this exercise?
 - How was the group Dynamic during the work?
 - If there is a new arrival ex a Buddhist, will you find him a place and where?
 - Why did you put the mosque or municipality or the school in this place?
 - Would you like to live in this city you created?

Materials needed

A4 papers, one for each participants. Coloured pen. 4 flipchart papers. Scotch tape.

6

1.6.21 Final Evaluation

Title	Final Evaluation
Background	Evaluation is considered a very important component of the program that takes different forms through all over the training course. In addition to the debriefing and evaluation of the activities, three main evaluation parts took place in the TC: daily Evaluation, Active evaluation, and final evaluation.
Aims	To allow participants to evaluate the TC on the different stages, being that a tool for the trainers to adjust the contents. To improve the quality of the Euro-Med training courses.
Objectives	<ul style="list-style-type: none"> - To allow participants to express and evaluate the training course from different aspects: logistics, educational materials, team, participants' level of involvement and emotions. - To check if aims and objectives of the TC were realised. - To react, if possible, to the needs of participants on daily basis.
Competences	<ul style="list-style-type: none"> - Critical and individual thinking. - Good self expression.
Methodology and methods	<ul style="list-style-type: none"> - Interactive evaluation methods. - chair evaluation - Written final evaluation form.
Implementation	See the final evaluation questionnaire + result of participants.

Final Evaluation Questionnaire

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 TC.

Elements	Score	Comments
	Monday 23 June	
Official opening Getting to know each other		
Presentation of the programme Aims and objectives of the course Hopes & Fears		

Religious Trivial pursuit		
Group Dynamic sight visit		
NGO Café		
Tuesday 24 June		
Every day's Pictures presentation with music		
What does religion mean to me?		
Religion past, present and future		
Principles Dialogue Decalogue		
Exercise 5 sentences about religion		
Intercultural/ inter-religious Night		
Wednesday 25 June		
IRD practise 1 (picture exercise)		
IRD practise 2 (with who would you like to live?)		

IRD practise 3 (consultant and partner discussion)		
Cooking activity related to religion		
Thursday 26 June		
Jordan reality		
Optional Open workshop (how to become a trainer?)		
Friday 27 June		
Reflection of the Jordan reality		
IRD and Youth work		
Euromed Tools		
Saturday 28 June		
Development tools for IRD		
Home visit		
Optional Open workshop (European neighbourhood policy and Euromed, Key actors)		
Sunday 29 June		
Practising the Developed tools		

How do you evaluate the reflection groups as a learning opportunity?

--

What do you think about the general METHODOLOGY CHOSEN for this training?

--

Please, name the three sessions of the programme that was the most important for your learning process and say why?

SESSION MOST IMPORTANT FOR MY LEARNING	WHY?

PLEASE GIVE FEEDBACK ABOUT THE CHOICE AND THE USE OF THE PLACE AS AN EDUCATIONAL TOOL

--

How are you going to use after what you learned in this training course?

--

How do you evaluate your own contribution to this course?

--

How do you evaluate the work of the trainers' team?

--

Technicalities of the course

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

--

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

--

How do you evaluate the support of the organisers and SALTO team

Any other comments / Messages for the team?

Thank you for your kind help for the team in completing this questionnaire