Support to the Mobility Partnership between the European Union and the Hashemite Kingdom of Jordan

Training course: Fostering benefits for all. Outreach and service provision to Jordanian expatriates

Trainers’ Manual
Training course: Fostering benefits for all. Outreach and service provision to Jordanian expatriates

Trainers’ Manual

Support to the Mobility Partnership (MP) between the European Union (EU) and the (JEMPAS) Hashemite Kingdom of Jordan
The training course on outreach and services provision to Jordanians abroad targeting Jordanian government staff was developed within the framework of the ‘Support to the Mobility Partnership between the European Union and the Hashemite Kingdom of Jordan’ project (JEMPAS). The project is implemented by the International Centre for Migration Policy Development (ICMPD) and funded by the European Union.

The authors would like to acknowledge the support and contributions made by partners in Jordan during the development of the curriculum, in particular the Ministry of Foreign Affairs and Expatriates’ (MOFAE) and the Jordan Institute for Diplomacy (JID).
International Centre for Migration Policy Development (ICMPD)
Gonzagagasse 1
A-1010 Vienna, Austria
www.icmpd.org

© 2019 International Centre for Migration Policy Development (ICMPD).
Vienna, Austria

Written by: Markéta Zelenka, Independent Consultant; Joyce Matthews (Session 4)
ICMPD Team: Sarah Schlaeger, Project Coordinator; Rawan Abdullah, Junior Project Officer.


All rights reserved. Licensed to the European Union under conditions. No part of this publication may be reproduced, copied or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission of the copyright owners.

The JEMPAS project is funded by the European Union and implemented by the International Centre for Migration Policy Development (ICMPD) with the support of the following EU Member States:

Layout by: 360° Communication Jürgen Henning

This publication was produced with in cooperation with the Ministry of Foreign Affairs and Expatriates (MOFAE) of Jordan. Its contents are the sole responsibility of ICMPD and do not necessarily reflect the views of MOFAE. Responsibility for the information and views expressed in this publication lies entirely with the author(s).

This publication was produced with the financial support of the European Union. Its contents are the sole responsibility of ICMPD and do not necessarily reflect the views of the European Union. Responsibility for the information and views expressed in the curriculum lies entirely with the author(s).
# Table of Content

## Abbreviations

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the trainers’ manual</td>
</tr>
<tr>
<td>1.1</td>
<td>Background</td>
</tr>
<tr>
<td>1.2</td>
<td>Overview of the training course</td>
</tr>
<tr>
<td>1.3</td>
<td>How to use the manual</td>
</tr>
<tr>
<td>1.4</td>
<td>How to prepare and deliver the training course</td>
</tr>
<tr>
<td>1.5</td>
<td>Evaluation approach to the training course</td>
</tr>
</tbody>
</table>

## Implementation guide to the training course

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Session 0: Introduction to the training</td>
</tr>
<tr>
<td></td>
<td>Outline of Session 0</td>
</tr>
<tr>
<td></td>
<td>Implementation of Session 0</td>
</tr>
<tr>
<td></td>
<td>Session 1: Introduction to migration and development and areas for expatriate engagement</td>
</tr>
<tr>
<td></td>
<td>Outline of Session 1</td>
</tr>
<tr>
<td></td>
<td>Implementation of Session 1</td>
</tr>
<tr>
<td></td>
<td>Session 2: Interinstitutional coordination for expatriate engagement</td>
</tr>
<tr>
<td></td>
<td>Outline of Session 2</td>
</tr>
<tr>
<td></td>
<td>Implementation of Session 2</td>
</tr>
<tr>
<td></td>
<td>Session 3: Reaching out to expatriates – target groups and tools</td>
</tr>
<tr>
<td></td>
<td>Outline of Session 3</td>
</tr>
<tr>
<td></td>
<td>Implementation of Session 3</td>
</tr>
<tr>
<td></td>
<td>Session 4: Designing Online and Offline-communication with and for expatriates</td>
</tr>
<tr>
<td></td>
<td>Outline of Session 4</td>
</tr>
<tr>
<td></td>
<td>Implementation of Session 4</td>
</tr>
<tr>
<td></td>
<td>Session 5: Planning your initiative for expatriate engagement</td>
</tr>
<tr>
<td></td>
<td>Outline of Session 5</td>
</tr>
<tr>
<td></td>
<td>Implementation of Session 5</td>
</tr>
<tr>
<td></td>
<td>Session: Evaluation and closing</td>
</tr>
<tr>
<td></td>
<td>Outline of Session: Evaluation and closing</td>
</tr>
<tr>
<td></td>
<td>Implementation of Session: Evaluation and closing</td>
</tr>
</tbody>
</table>

## Handouts

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Handout 1.1.1: Glossary of terms</td>
</tr>
<tr>
<td></td>
<td>Handout 1.2.1: Map – outward migration flows from Jordan</td>
</tr>
<tr>
<td></td>
<td>Handout 1.3.1: Examples: Areas for expatriate contribution for development</td>
</tr>
<tr>
<td>Handout 2.2.1: Stakeholders in expatriate engagement</td>
<td>101</td>
</tr>
<tr>
<td>Handout 2.4.1: Examples of relevant Practices: Switzerland and Poland</td>
<td>102</td>
</tr>
<tr>
<td>Handout 3.5.1: Examples – services</td>
<td>103</td>
</tr>
<tr>
<td>Handout 3.5.2: Examples – events</td>
<td>107</td>
</tr>
<tr>
<td>Handout 4.1.1: MOFAE Communications Strategy and Plan</td>
<td>108</td>
</tr>
<tr>
<td>Handout 5.1.1: Planning format</td>
<td>109</td>
</tr>
<tr>
<td>Handout 5.1.2: Calendar of activities</td>
<td>110</td>
</tr>
<tr>
<td>Assessment test</td>
<td>111</td>
</tr>
<tr>
<td>Trainer material Planning format for a training session</td>
<td>115</td>
</tr>
</tbody>
</table>
## Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMN</td>
<td>European Migration Network</td>
</tr>
<tr>
<td>EU</td>
<td>European Union</td>
</tr>
<tr>
<td>GOJ</td>
<td>Government of Jordan</td>
</tr>
<tr>
<td>HKJ</td>
<td>Hashemite Kingdom of Jordan</td>
</tr>
<tr>
<td>HQ</td>
<td>Headquarters</td>
</tr>
<tr>
<td>ICMPD</td>
<td>International Centre for Migration Policy Development</td>
</tr>
<tr>
<td>JIC</td>
<td>Jordan Investment Commission</td>
</tr>
<tr>
<td>JID</td>
<td>Jordan Institute for Diplomacy</td>
</tr>
<tr>
<td>JEMPAS</td>
<td>Support to the Mobility Partnership between the European Union and the Hashemite Kingdom of Jordan</td>
</tr>
<tr>
<td>M&amp;D</td>
<td>Migration and Development</td>
</tr>
<tr>
<td>MOFAE</td>
<td>Ministry of Foreign Affairs and Expatriates</td>
</tr>
<tr>
<td>PPT</td>
<td>Power-Point or other presentation software/format</td>
</tr>
<tr>
<td>SMART</td>
<td>Specific, Measurable, Achievable, Realistic, Timely</td>
</tr>
</tbody>
</table>
1 Introduction to the trainers’ manual
1 Introduction to the trainers’ manual

1.1 Background

The training manual *Fostering benefits for all. Outreach and services provision to Jordanian expatriates* aims to support trainers in developing and delivering a training programme on expatriate engagement. With an estimated 10% of the Jordanian population residing abroad, outreach and relevant services provision to this particular group is crucial. As such, and upon request of the Jordanian Ministry of Foreign Affairs and Expatriates (MOFAE), ICMPD has developed a training of trainers’ course on the topic, which aims to benefit relevant government staff, both in the capital and those posted to diplomatic missions abroad.

This trainers’ manual complements the background material which details the content of the training course. The training manual’s implementation guide, in turn, provides comprehensive information and valuable tools required for the delivery of each thematic session, all the while leaving room for individual creativity. In addition, it offers guidance on how to deliver a training course and proposes techniques for the planning, implementation, and evaluation of trainings.

The *overall learning objective* of the training course is to impart skills, knowledge and tools to Jordanian government staff for effective expatriate engagement.

The *target group* of the training course are foreseen to be:

- **Diplomatic staff of Jordan** – either already serving outside or before a posting outside of Jordan
- **Attachés to the embassies and HQ**
- **Personnel at ministries in Jordan that need to support/backstop diplomatic missions**
- **Focal points from relevant ministries**
- **Frontline staff in embassies that deal with expatriates on a day-to-day basis.**

1.2 Overview of the training course

<table>
<thead>
<tr>
<th>Session 0: Introduction to the Training</th>
<th>50 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1 Welcome and Orientation</td>
<td></td>
</tr>
<tr>
<td>0.2 Participant Expectations</td>
<td></td>
</tr>
<tr>
<td>0.3 Overview of the training course</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 1: Introduction to migration and development and areas for expatriate engagement</th>
<th>140 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Migration and development – definitions and concepts</td>
<td></td>
</tr>
<tr>
<td>1.2 National framework for migration and development in Jordan</td>
<td></td>
</tr>
<tr>
<td>1.3 Encouraging expatriate contributions for development</td>
<td></td>
</tr>
</tbody>
</table>
### 1.3 How to use the manual

#### 1.3.1 Target group of the trainers’ manual

The target group of the trainers’ manual are trainers who will implement and deliver the course on behalf of the Jordanian Institute for Diplomacy (JID).

#### 1.3.2 Structure of the manual

The trainer’s manual is accompanied by background material, available for training participants and trainers alike. It provides a more comprehensive look at the content to be delivered, and includes examples from other countries, graphs and statistics. The
background material is to be used alongside this trainer’s manual as a resource for the content of each of the 5 sessions. The background material also includes different examples used and referred to in the trainer’s manual. When these are used as handouts, they are included in Annex 3 of this document, the trainer’s manual. Trainers are intended to use both documents.

This trainer’s manual itself is structured in 3 different chapters:

1. Introduction: description on the background of this trainers’ manual, a short summary of important points on how to use the manual, deliver and evaluate the training course.

2. Implementation guide: description of each session, outlining the learning outcomes, methodology and process of delivery.

3. Annexes: relevant handouts to be printed according to sessions.

The individual sessions (1-5, as outlined in detail in the background document) all follow the same structure. All sessions provide a learning plan at the beginning, detailing the different parts, methodology, time, and material required for the delivery. At the end of each session are the key messages that participants are expected to learn, as well which handouts from the Annexes correspond to the session.

1.4 How to prepare and deliver the training course

Learning should be motivating. Therefore, a training course must be designed as an active, interesting and dynamic process that facilitates learning. If participants can relate the content to their individual context, the learning will be more intense and motivating for further implementation.¹ Trainers should always think about how best to integrate different methods that get participants to discuss topics. Learning is a continuous process and happens in steps. It is deepened through repetition and clarifications. Practical application increases the effectiveness of this process.

Considering these key factors, the form and format of sessions must address different senses – hearing, seeing and experiencing – to facilitate effective learning. Participants need to discuss, process and apply the information they have received.

Preparation of the training

Venue /Training room

- Tables and chairs to accommodate groups, resource persons and materials (including a small table for storage of training materials);
- Flipchart stand (minimum 1, but 2 is better, plus wall space to put up flipchart paper);
- Computer, projector and a screen for presentations; and
- Internet connection to access multimedia materials.

The room setup goes far to determine the learning atmosphere. Avoid classroom

¹ The following section follows a similar section in training material for labour inspectors, developed by JEMPAS in 2017.
setups that suggest that the trainer is the most important person in the room, who provides only lectures. This training relies heavily on group activities, so arrange chairs and tables to create small workstations where groups of people sit together.

Training materials

- Flipchart paper (at least 2 reams of paper per stand);
- Good flipchart markers (not whiteboard markers) in different colour sets, mainly black, but also two additional colours, such as blue, red and/or green;
- Coloured cards (light colours), Post-it™ notes and spare A4 paper;
- Pin boards or walls for mounting flipchart sheets;
- Adhesive tape;
- Timing device;
- Distribution materials, including printouts of the presentations (2 or 3 slides per page) or USB sticks with all materials available for distribution at the end of the session; and
- Camera.

The trainer’s manual comes accompanied by a set of prepared presentations to be used and trainers are encouraged to customise these or create their own additional slides. However, the key information in the accompanying slides must remain in the presentations and in the same sequence.

For the participants, you need:

- Writing pads or paper;
- Pens or pencils; and
- Name tags and name placards.

Planning the training course

- Plan all sessions ahead. This includes planning for the different activities and respective time allocations, equipment required, distribution materials, and training aids.
- Ensure you have the required handouts beforehand.
- Completed training template provided in the Annex (trainer material) for each session.

Introducing and moderating sessions

- Ensure timely beginning, end and breaks;
- Introduce the topic of each session, indicate its timeframe and general flow;
- Always establish a link with previous sessions;
- Provide enough time and possibilities for a Q&A and a discussion on topics covered;
- Limit questions by referring questions unrelated to the topic to another time/
later session;
- Ensure that the general flow of the training course is maintained; and
- The trainer must always visualise discussions and results.

**Group work and Session Groups**

Each session contains some type of group work. Trainers in general can adapt the number of groups and/or method used, keeping it interactive and instigating learning. It is important to keep in mind however, that this training course is designed in parts and group work should build on each other in each session, leading to the design of a ‘mock expatriate engagement intervention’ from the onset to a plan. Therefore, trainers will have to organise groups that will remain working as **Session Groups** throughout. **Session Groups** will be 3-4 groups of as near equal numbers as possible. For the different activities, each group will need material to work and visualise their results, including a note taker and presenter.

**Forming groups**

Groups can generally be formed in many ways, here are some suggestions:

- When forming groups, ask the participants to go around the room counting from 1 to 4 (or up to the number of groups you want to have), each number being assigned to one of the groups. This way you achieve mixed groups, particularly if people are seated next to colleagues they already know;

- Identify the number of groups you will need, divide the number of participants by the number of groups, and write a respective group number or letter on a small piece of paper or simply use different coloured paper. Let people choose a paper that was folded and placed into a jar or hat;

- Divide the plenary into as many parts as you need groups (this works especially if people are not sitting next to who they already know and work with all the time). At the beginning of a training, you can also ask participants to seat themselves next to a person they do not know or with whom they do not work closely; or

- If you need mixed groups, such as between regions or institutions, you may ‘fine-tune’ after the initial selection by asking questions about the composition of the groups, then move people from one group to the other. The same applies if you need at least one person with a specific profile and/or experience within a group.

**Group work methodologies**

There are different methodologies that can be applied for effective group work in order to make sessions more interesting. The following is a list of methodologies that are applied to support the participants’ learning process:

- **Discussions**: direct questions asked to participants in plenary or moderated discussions with experts or selected participants (panel, interview, questions & answers panel). In plenary discussions, ensure the involvement of all participants
by directly addressing or encouraging them.

- **Buzz groups**: small groups for brief discussion of 2-4 people. Assign immediate neighbours for speedy grouping.

- **Brainstorming**: in groups or in plenary, it is helpful to gather multiple, different and creative ideas or opinions from participants. Ask participants to state an idea or opinion and document it while in their group. In plenary, the trainer or a nominated participant may also document the suggested ideas/opinions on a flipchart.

- **Audiovisuals**: short videos can be used to trigger joint discussions, analysis, or be the basis for group work with specific questions asked.

- **Lectures with presentations / input**: can be done with the support of a PowerPoint presentation or flipcharts, or pictures, to introduce a topic or add further information to group work results.

- **Group work**: a task assigned to the group on a specific topic, such as the analysis of specific information provided through handouts or cases, to facilitate a learning process and discussion in a group. This requires preparation of group work results and debriefing to the others, which may be done through short presentations.

- **Stakeholder maps / flow charts**: depicts stakeholders involved and stakeholders in a certain process, including their relationships with each other. Can be used either as part of an input, jointly developed with participants in plenary as part of a structured discussion process, or can be a method for structured group work.

- **Examples / good practices**: provide information on approaches taken by other stakeholders or countries on a topic or situation. Can be used as part of a lecture or used as material for structured group work.

**Group work presentations**

- If all groups worked on the same topic or task, instead of listening to each groups’ presentations, which requires a lot of time and easily tires participants, ask one group to present first and then other groups for further information to that presentation. This also saves time.

- Other possibilities are so called walking galleries, where all group work results, such as flipcharts, are put on one wall or next to each other. Next can be either: the trainer with the group goes quickly from one flipchart to the other, highlighting the most important points; or the trainer asks each group to move from one flipchart to the other as a group, noting down their observations, which are discussed afterwards jointly. The trainer in this case should ensure groups rotate in front of the flipchart every few minutes.

*While the training methodology should be interactive and make participants work and think on their own, all group discussions, group work, plenary discussions, cases and roleplays should be balanced by input from the trainer. The trainer must steer and correct what is said, particularly if participants move too far away from the focus of the content.*
Training and facilitation style

• **Voice:** control the volume and tone of your voice so that people want to listen to you. Engage people with melody and changing tones and paces, underlining important messages.

• **Eye contact:** establish eye contact with every participant to enhance your rapport and increase motivation.

• **Body language:** Display a **straight, engaged and active posture**, it shows that you are confident and you care about what you are doing. Good posture additionally opens your chest and helps you to speak more clearly and effectively. **Do not speak with your back turned,** or while looking at the floor or ceiling. Even while writing on a flip-chart it is important to stand half-turned to the participants, frequently turning your head to face the participants to keep them engaged. **Smile.** It opens people up, transmits happiness, friendliness, warmth, and amicability.

• **Appearance:** Dress for the audience and be culturally appropriate, not drawing too much attention through your style and/or clothes.

General tips for the trainer/facilitator

• Be confident: be clear and enthusiastic. Remember to breathe and talk with an understandable, clear and loud voice.

• Be funny and humorous, using stories or examples that directly relate to the participants’ work.

• Always open a working session or training with establishing what it is about, deliver the training and wrap it up by summarising what has been done.

• Establish what you are going to do and give clear directions during sessions. Repeat any topics and important points for learning throughout, as we learn through repetition. The following applies to presentations, but also to trainings: tell them what you are going to tell them, tell them, tell them what you told them.

• Use visually appealing handouts and flipcharts – they help to grasp and memorise the information and add to the practical material the participants leave your training course with.

• Use a variety of media sources, including videos.

• Prepare your exercises – including all relevant materials, such as group flipcharts, workspaces, or handouts.

• Manage the time – your time and that of the group, particularly during exercises and group work. Provide participants 1-2 reminders on how much time remains for an activity.

• Clearly explain group tasks -- provide the instructions in writing on a flipchart, PPT, have it prepared in advance. Anticipate questions, observe the different groups and, if necessary, provide them with further assistance.

• Observe individual participation and involvement during exercises -- entice participants to take part, which may be done through direct eye contact and/or specifically addressing them.
• Be aware of individuals that are not participating and find a sensitive way to reintegrate them to the group and the activity.
• Evaluate the needs of the group to see what you can change for the next day. Ask participants how they are doing when closing the day, whether they found the day interesting and learned something, encouraging their feedback.
• Reflect on your experience and performance as a trainer: write down notes for future trainings and for your own reference.

1.5 Evaluation approach to the training course

Evaluation provides feedback on the success of the training to the JID, the organisers and trainers. Evaluation also provides an opportunity to check and confirm the knowledge gained by participants, and allows participants to reflect on their progress and build confidence with the subject matter.

Therefore, the training course includes a pre- and post-assessment test for all participants (see Annex). As the test is a self-assessment test, it should be discussed with the participants, to anchor learning after they have filled the post-test. The test can also be used by the JID to gather the results and analyse the progress made by participants for evaluation purposes. The test is, however, not used as a summative assessment of participants.

In addition, an evaluation sheet of the JID must be completed by participants at the end of the course, including rating of trainers, logistics, etc. The results of the evaluation sheet helps the JID to control the quality of the training.

Participants are provided certificates of participation at the end of the course.
2 Implementation guide to the training course
2 Implementation guide to the training course

Session 0: Introduction to the training

Learning outcomes
After this session, participants will:

- Be familiar with each other and the trainer/trainer team;
- Have voiced their expectations and needs; and
- Have an overview of the training and training methods to be applied.

Outline of Session 0

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
<th>Methodology</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1 Welcome and Orientation</td>
<td>20’</td>
<td>Speeches, introduction of trainers and participants</td>
<td>Welcome slide, projector, screen</td>
</tr>
<tr>
<td>0.2 Participant Expectations</td>
<td>15’</td>
<td>Discussion</td>
<td>Flipchart, markers, cards (pinboard or whiteboard)</td>
</tr>
<tr>
<td>0.3 Overview of training course</td>
<td>15’</td>
<td>Lecture</td>
<td>Pre-prepared agenda on flipchart or PPT, parking lot</td>
</tr>
<tr>
<td>Total duration</td>
<td>50 min</td>
<td>(the timeframe depends much on the number of participants and activity chosen for introduction)</td>
<td></td>
</tr>
</tbody>
</table>

Implementation of Session 0

0.1 Welcome and Orientation

Speeches. Welcome speeches according to protocol might apply.

Introduction of trainer. Following any welcome remarks, take over as trainer or the trainer team of the course and briefly introduce yourself (and the team, if applicable). Provide some information on your professional background, remembering to add something personal to break the ice. If other trainers are involved in the course delivery, introduce the training team.

Time: 5 minutes

Introduction of participants. Introduction of participants can be undertaken in various forms, depending on the size of the group overall and the timeframe available.

Sociograms – Experience. Ask all participants to form a line on the right of an imaginary line. Designate one end of the line for participants who are ‘expert’ in the training subject, and the other end of the line for those with ‘very little knowledge/experience’. Encourage them to discuss their personal experiences
with one another, so as to rearrange themselves along the spectrum. When complete, select one participant to describe why they are in their location, then introduce themselves. Repeat this until all participants have been introduced.

**Direct presentation** - Ask participants to briefly introduce themselves, writing down the details to be put on a flipchart, typically name, institution, position, but also a personal detail, such as their hobby. Note that, with a large number of participants, this might be the least interesting format.

**Introduction by the neighbour** - Ask them to briefly introduce themselves to their neighbour, who will then introduce them to the group. You can also ask everybody to add a personal detail as an ice-breaker, such as what they like, a talent, or something they enjoyed from the past weekend.

**Time:** 15 minutes

---

### 0.2 Participant Expectations

**Discussion.** Ask participants to reflect on their expectations for the training course and to articulate them. This provides an opportunity to either manage expectations when detailing the agenda, or potentially to adapt the content further to the needs of the participants.

Expectations can be covered in different ways. The main principle is to always visualise and briefly discuss them.

- **In plenary.** Ask participants in plenary, and write down what they say on a flipchart (use their own phrasing).
- **On cards.** Provide participants with cards to write their expectations down and collect their input on a pinboard, wall or flipchart by clustering similar expectations together. Summarise and highlight the emerging most important clusters.

  *This can require more time, but you can a) provide the cards upon registration already for them to fill and pin on a pre-prepared flipchart or pinboard, b) provide cards to a group of participants or per table, rather than individuals. Groups should document their expectations on cards without duplication.*

- **As part of sociogram.** If you undertook the introduction with a sociogram, ask participants also to name their expectations. Ask a fellow trainer to simultaneously document them on flipchart or cards.

**Time:** 15 minutes
0.3 Overview of the training course

**Lecture.** Provide a short overview of the training using a prepared agenda on display that shows a graphic overview of the days, sessions, and basic timings. Where possible, link the expectations that were discussed earlier with the agenda by highlighting where each may be most relevant.

**Overview.** Use the graph in the supporting PPT to illustrate the structure of the training to explain that the training course is designed to move from an overview of the subject (bottom of the pyramid), into the specifics of expatriate engagement. In doing so it details different methodologies and tools, including mapping, online and offline communication and provides examples and relates to existing efforts in Jordan or in other countries. Following the instruction sessions, the training ends with practical skills using specific action plans for different target groups, as well as a brainstorming discussion on how to build on the ideas following the training.

Introduce a separate writing space to be used as a ‘parking lot’, where you can write questions or ‘park’ any topics that arise during any session, but should be addressed at a later stage. Encourage participants to write their own questions there at any time.

Inform participants that later in the training they will be asked to form 3-4 groups, ensuring diversity and as near equal numbers as possible. Instruct them that within these groups they will be guided through the process of designing a ‘mock engagement initiative’ as part of the different sessions of the training course. This means that they will be asked to apply what was learned to an engagement initiative they chose as part of the practical activities in session 3-5.

**Time: 15 minutes**

*If appropriate, discuss session rules with participants, such as being on time and placing mobiles on silent. Highlight that the training is based on interactive methods and encourage their active participation.*

**Supporting Material in Session 0**
- PPT session 0-1
Session 1:  Introduction to migration and development and areas for expatriate engagement
Session 1: Introduction to migration and development and areas for expatriate engagement

Learning outcomes

After this session, participants will be able to:

- Explain applicable key terms;
- Have a working understanding of the relation of migration and development;
- Describe the national framework on migration and expatriates in Jordan;
- Describe key emigration patterns in Jordan;
- Understand the role of expatriate engagement and outreach, as part of a wider approach to Migration and Development; and
- Provide expatriates with basic information from the guest presenter.

Outline of Session 1

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
<th>Methodology</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Migration and development (M&amp;D) – definitions and concepts</td>
<td>50’</td>
<td>Lecture and Discussion, Buzz groups, Video</td>
<td>Projector, screen, laptop, video/internet connection, sound, PPT, Handout 1.1.1: Terms</td>
</tr>
<tr>
<td>National framework and emigration patterns in Jordan</td>
<td>40’</td>
<td>Lecture, Group work &amp; Presentation, Discussion</td>
<td>PPT, Flipchart, markers, masking tape, Handout 1.2.1: Map</td>
</tr>
<tr>
<td>Encouraging expatriate contributions for development</td>
<td>30’</td>
<td>Lecture and Discussion, Group Work</td>
<td>PPT, Handout 1.3.1: Example initiatives</td>
</tr>
<tr>
<td>Investing in Jordan - JIC</td>
<td>20’</td>
<td>Guest presentation</td>
<td>PPT, video (potentially)</td>
</tr>
<tr>
<td>Total duration</td>
<td>140 min</td>
<td>15-20 minute Guest Presentation is recommended, but is optional depending on availability</td>
<td></td>
</tr>
</tbody>
</table>

Implementation of Session 1

This session introduces migration and development, as it is the backbone of expatriate engagement. The session facilitates understanding of relevant terms and concepts, the potential contribution migration – and thus expatriates – can have on development and links it to Jordans’ national legal framework and emigration patterns. It further elaborates on potential opportunities and areas for expatriate engagement, providing an example of how the Jordan Investment Commission (JIC) supports (re)investment in the country.
1.1 Migration and development – definitions and concepts

**Discussion and Lecture.** Either distribute handout 1.1.1 or display key terms from the PPT (migration, migrant, diaspora / expatriate, development), and ask participants to provide their understanding of the terms before delivering a brief lecture on the definitions. Relate to the definition of expatriate/diaspora and underline the difference of migrant and expatriate indicated in the key messages below for this session.

*It is important to avoid in depth discussions on refugees or forced migration and lead any such discussion back to expatriates as the focus of the training.*

**Time: 10 minutes**

**Discussion and Lecture.** After introducing the key terms, Explain that overtime the migration discussion has changed and recognises a positive influence of migration on development (show figure 2 in PPT 1.1 and follow the PPT generally).

This section is an opportune space to also very briefly mention that there are key international initiatives and fora that build the backbone of the international dialogue on migration, see background material, Annex.

Engage with participants in a discussion on the linkage of migration and development, showing figure 1. Ask them what the graph tells about the relationship of the development of a country and emigration and highlight that emigration increases and is highest with a middle human development of a country, only declining with high and very high development. It thus means that migration, contrary to many beliefs does not happen due to poverty or mainly from poor countries only.

**Time: 10 minutes**

Hint to the much more complex reality of migration (show figure 3) and clarify that different drivers play a role in migration and that in turn migration also has impacts on development in both the country of origin and destination.

**Buzz groups.** Ask one part of the room to get together with their immediate neighbours and identify in 5 minutes different drivers for migration. Ask the other part of the room to identify potential impacts at micro, meso and macro level. While a fellow trainer writes what participants state on a pre-prepared flipchart with two columns, ask each buzz group to quickly name 2 drivers they have identified (the next group to add different, not the same). Do the same with the impacts. Add from the PPT and emphasise that there is no linear relationship, also not between migration and development, but that it is all interrelated. Close by highlighting that...
it is important to recognise that expatriates are out there and to engage with them, be there for them and jointly harness the potential for Jordan.

**Time: 15 minutes**

**Lecture.** Introduce figure 4 and explain potential specific contributions by expatriates. You can also engage participants in asking for specific examples for the terms, e.g. knowledge transfer, cultural contribution, etc.

**Time: 10 minutes**

**Video.** Diaspora matters. Kingsley Aikins at TEDxVilnius, 2014 [0:00-2:20 min]<sup>2</sup> Introduce that you will show a brief video before moving on to Jordans national framework and emigration patterns. Show the video sequence (up to minute 2:20), supplementing it with an Arabic handout. Following the video, ask participants what they think and whether they agree – particularly with the last statement of regarding expatriates an enormous asset.

**Time: 5 minutes**

1.2 **National framework for migration and development in Jordan**

**Lecture.** Relate to the increasing recognition of expatriates by the HKJ in the past years and briefly introduce the Jordanian Strategic and Implementation Plan for Expatriates 2014-2018 and its 4 objectives.

Be attentive to the level of knowledge of participants: should they all be very knowledgeable, use participants to gather the content and go over it quickly.

You can briefly discuss the following with participants:

- Why and how is a key policy document for expatriate engagement beneficial?
- What bilateral agreements has Jordan signed regarding migration or labour mobility and with whom?

Complement the information from participants briefly with the PPT on the labour mobility partnership with the EU and bilateral agreements Jordan has signed.

**Time: 10 minutes**

---

<sup>2</sup> https://www.youtube.com/watch?v=yQ_y5LgM7D0. A TEDx Talk [https://www.ted.com/watch/tedx-talks] is a showcase for local speakers presenting great, well-formed ideas in under 18 minutes, based on the idea of the original TED Talks [https://www.ted.com].
Introductory lecture and Group Work. Briefly mention that migration patterns exist for every country and that Jordan is a receiving, transit and sending country. Ensure that any discussion emerging remains focused on outward migration and expatriates. Highlight that awareness of emigration movements and trends is important to understand where expatriates are located and what kind of groups they represent. Introduce the group work to gather the knowledge in the room on where expatriates from Jordan mainly go.

Form small groups of 4-5 and distribute handout 1.3.1. Instruct each group to fill the map with information on perceived emigration flows from Jordan in 10 minutes. Ask them to also
- label the main reasons for the emigration (e.g. work, studies, family, …) that corresponds with each flow as well as
- their estimates on the size of the flow (through thickness of arrows).

Time: 15 minutes

Group Presentation. Invite one group to briefly present their map in plenary, within a maximum of 4 minutes. Ask other groups to add on from their maps, not to fully present in order to save time. Ask participants whether these migration patterns have seen changes, highlighting briefly how factors such as security (peace and conflict) and opportunities (economics, industries, exchange programmes, and even visa policies) influence the movements of expatriates.

Show the graph of top ten destinations (PPT) to summarise. Re-emphasise that migration does not happen in isolation and holds a lot of potential for development in both Jordan as the country of origin, as well as for the country of destination. Therefore, maintaining communication with expatriates is important. Additionally mention that migration can also result in vulnerabilities, such as labour exploitation and trafficking in human beings. Underline that this is one more reason to keep in touch with expatriates, for their potential protection and that outreach can actually serve the needs of expatriates and protection goals – facts important for expatriates to understand through the outreach activities.

Time: 15 minutes
1.3 Encouraging expatriate contributions for development

Lecture. Highlight the main aims of expatriate engagement [see PPT]. Introduce the potential three focus areas for encouraging expatriate contributions for development [see and use PPT 1.3]. Lead a discussion on needs and benefits of the areas, inviting input from participants on what purpose each serve when applied to expatriate engagement.

When covering remittances, display the figures from the PPT, then lead a discussion on them. If necessary, spend time on background information on the concept of remittances. Helpful questions include:

- What do these graphs tell us?
- Where do most remittances come from?
- What data is particularly interesting?

Describe 2-3 examples taken from the background material/handout, highlighting what the initiative was, how it was implemented and why it was important. Provide participants with handout 1.3.1 for their future reference.

Time: 20 minutes

Session Groups. Form Session Groups consisting of 4-6 participants based on general interest of the areas for engagement, i.e. tourism, social remittances / skills transfer (can also include students, specific knowledge etc!), remittances and investment, etc. To do so, best write down these examples on a flipchart and ask people to raise their hands depending on their initial interest. It is important that the groups are formed based on joint interest. Invite the groups formed to discuss for 5 minutes the specifics they want to focus on and ask them to present it to plenary. Let participants know that they will still be able to re-define their topic later on. Document what the groups state on a flipchart.

Time: 10 minutes

Investing in Jordan - JIC

Introduce the representative from the JIC and invite them to begin a 10 minutes presentation outlining the important message to expatriates and the services JIC offers to expatriates. Ensure there is time for a brief Q&A session as well.

Time: 20 minutes
• **PPT 1.1-1.3**

*Video*: Diaspora matters. Kingsley Aikins at TEDxVilnius, 2014 (0:00-2:20 min): [https://www.youtube.com/watch?v=yQ_y5LgM7D0](https://www.youtube.com/watch?v=yQ_y5LgM7D0)

**Handouts to be used in Session 1**

- **Handout 1.1.1**: Glossary of Terms
- **Handout 1.2.1**: Map of migration flows – Jordan
- **Handout 1.3.1**: Example initiatives in areas for expatriate engagement

**Key messages of Session 1**

- It is important to understand the relevancy of expatriate engagement by understanding the overall setting and context of migration in which Jordanians become expatriates, as well as and how they contribute to the development of Jordan.
- Migration involves differing profiles of migrants and does not distinguish the reasons why they migrate. Internationally, several relevant initiatives and global fora work on and constantly discuss migration from various perspectives, including migration and development.
- The difference between “migrant” and “expatriate” is that “migrant” refers to all different people who move, whereas expatriates have a common origin and usually maintain ties with their homeland.
- The term “expatriates” is used by the Jordanian Government, and is equivalent to “diaspora” used in other countries.
- Different types of expatriates reside outside Jordan, and can be nonskilled, semi-skilled and highly skilled people. They can be pursuing work opportunities, students, diplomats, business people, or be a family member abroad.
- Many countries use diaspora engagement as a key driver for development.
- Circular migration is one way for the benefits from migration to increase development in Jordan.
- Remittances, investment, and the transfer knowledge and ideas all present opportunities for development in both countries of destination and of origin.
- Important areas for expatriate engagement are, for example, remittances / investments, social remittances and tourism.
- Expatriate engagement is also an opportunity to protect expatriates abroad, as the process of migration or other external factors can also produce situations of vulnerability.
- It is paramount to build trust with expatriates through outreach and engagement particularly if their contribution to Jordan’s development is desired.
Session 2: Interinstitutional coordination for expatriate engagement
Session 2: Interinstitutional coordination for expatriate engagement

Learning outcomes

After this session, participants will be able to:

- Explain why interinstitutional coordination is important for successful expatriate engagement;
- State the different stakeholders that play a role in successful expatriate engagement in Jordan and abroad; and
- Describe successful coordination approaches and related challenges from other countries.

Outline of Session 2

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
<th>Methodology</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Why is interinstitutional coordination important?</td>
<td>25’</td>
<td>Lecture, Group work</td>
<td>Projector, screen (wall), laptop, PPT, flipchart (prepared table), markers</td>
</tr>
<tr>
<td>2.2 Who are the stakeholders in Jordan?</td>
<td>45’</td>
<td>Discussion, Group work</td>
<td>PPT, Handout 2.2.1: Stakeholders, flipcharts, markers</td>
</tr>
<tr>
<td>2.3 How to coordinate and how to improve coordination?</td>
<td>10’</td>
<td>Lecture, Discussion</td>
<td>PPT, flipchart, markers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional: experiential</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>exercise before lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(+ 10 minutes)</td>
<td></td>
</tr>
<tr>
<td>2.4 Examples from other countries</td>
<td>20’</td>
<td>Video and discussion or</td>
<td>Handout 2.4.1: Examples, video / stable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guest interview</td>
<td>internet connection</td>
</tr>
<tr>
<td>Total duration</td>
<td>100 min</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Implementation of Session 2

2.1 Why is interinstitutional coordination important?

Lecture. Invite participants to reflect on what they think interinstitutional coordination is and why it is important, before delivering the session content.

Time: 10 minutes

Group work. Form two or four large groups (depending on the group size), and instruct one (two) to discuss the benefits of interinstitutional coordination, while the other (two) is (are) to discuss the challenges. Allow the groups 3-5 minutes, then lead a plenary discussion where the groups share their discussion outcomes.
Write (or ask a fellow trainer to do so) these on a flipchart with a prepared table for benefits and challenges that should be kept visible throughout the training.

Time: 15 minutes

2.2 Who are the stakeholders in Jordan?

Discussion. Invite participants to share their understanding of what stakeholders are and introduce the definition. Explore any understanding gaps that may exist, before proceeding further. Highlight that stakeholders, both in Jordan and abroad, are relevant for engagement. Spend 5 minutes inviting participants to provide their recommendations, which stakeholders should be included. Write these suggestions on a flipchart. Present the completed version of Figure 5 and lead a discussion.

Repeat for Figure 6. You can also provide empty sheets for participants to fill with their immediate neighbours.

Time: 25 minutes

Group work. Distribute handout 2.1.2. Session groups should take 10 minutes to identify the specific stakeholders who might and could be partners for their initiatives, independent of existing or non-existing institutionalised coordination mechanisms. Mention briefly that stakeholder and partner management, bringing all relevant parties that can contribute, is part of planning and implementing expatriate engagement initiatives. Instruct them to consider both domestic stakeholders and stakeholders abroad. Invite each group to briefly share their stakeholders and explain their decision (3 minutes).

Time: 20 minutes.

2.3 How to coordinate and how to improve coordination?

Optional: experiential exercise. Ask all participants to get up and find a spot in the room. Ask them to stay on that spot until you say otherwise. Explain that during the exercise no talking or gesturing is allowed. Then ask everybody to, secretly, without anybody noticing, select two people in the room for themselves. When that is done, tell the group that the task is for everybody to form an isosceles triangle with those people, without talking or gesturing – so nobody will know who is chosen actually.

The group will start moving and keep moving. Usually the movement will come to a halt at some point. Ask, if everybody is done, and has an isosceles triangle formed. Let them correct (which will make the whole group move again), if necessary. Ask 1 or 2 people to indicate their chosen partners and see if they have indeed succeeded in forming an isosceles triangle.

Ask participants to comment on their experience. Usually groups will name frustration, as they had to keep moving the moment they thought they had reached...
their goal as the others moved.

Reflect with participants about how this relates to interinstitutional coordination and what parallels they can see (no jointly agreed goals and without knowing who else is in the playing field prolongs the process. Someone to coordinate the efforts, to steer, would probably also have helped).

**Time: additional 10 minutes**

**Lecture.** Invite participants to share ideas on how Jordanian institutions might coordinate on expatriate engagement. Lead a short discussion on how these could be improved, ensuring that ideas are written on a flipchart.

**Time: 10 minutes**

### 2.4 Examples from other countries

**Video and discussion.** Introduce that other countries have successfully installed interinstitutional coordination for migration overall, including for expatriate engagement. Show video 2.4 from the trainer material on the example of the Whole of Government Approach from Switzerland. Ask participants, what they found most interesting, adding questions such as:
- What are the main mechanisms of the approach?
- What is stated as the main benefits?

Briefly introduce the additional example of Poland, underlining that both examples involve mandated structures, such as committees. Invite participant feedback or ideas on how such models would look in Jordan. Distribute handout 2.3.1 for participants future reference.

**Time: 20 minutes**

**OR: Guest Presentation.** Introduce the interviewee, whether they be interviewed through live video call, pre-recorded video, or in-person, and commence the presentation. Ensure there is adequate time for either a Q&A or discussion following the presentation.

**Time: 20 minutes**
Supporting Material in Session 2

- PPT 2.1-2.4
- Video 2.4: Example of the Whole of Government Approach – Switzerland

Handouts to be used in Session 2

- Handout 2.2.1: Stakeholders in expatriate engagement in Jordan and abroad
- Handout 2.4.1: Coordination on expatriate engagement – examples from other countries

Key messages of Session 2

- Stakeholders are those with significant influence on an issue or your initiative, and should be involved because it is difficult to achieve goals without their support.
- Coordination can avoid duplications between institutions, reducing costs and promoting a unified voice of the government.
- Improving coordination includes defining roles and responsibilities for partners, which can be improved by having a clearly mandated institution or office to implement the coordination by identifying joint goals, coordinate regular meetings and clarify communication procedures.
- Different Jordanian institutions offer relevant information and services for expatriates, whose coordination strengthens those activities.
- It is important to first identify which institutions and other potential actors play a role in an initiative, and involve them in clearly define roles.
- Expatriates are often well organised and might already have an established association, group or club to be included as a potential stakeholder in the initiative.
Session 3: Reaching out to expatriates – target groups and tools
Session 3: Reaching out to expatriates – target groups and tools

Learning outcomes

After this session, participants will be able to:

- Argue the importance and benefits of reaching out to expatriates;
- State different approaches to mapping of expatriates; and
- Name examples from other countries.

Outline of Session 3

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
<th>Methodology</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 What is outreach?</td>
<td>10'</td>
<td>Brainstorming, Lecture</td>
<td>Projector, screen, laptop, PPT</td>
</tr>
<tr>
<td>3.2 Mapping and data collection</td>
<td>10'</td>
<td>Lecture</td>
<td>PPT</td>
</tr>
<tr>
<td>3.3 Mapping of Jordanian expatriates</td>
<td>30'</td>
<td>Lecture, Buzz groups</td>
<td>PPT, Flipchart, markers</td>
</tr>
<tr>
<td>3.4 Opportunities for expatriate engagement and development in Jordan</td>
<td>10'</td>
<td>Lecture, Discussion</td>
<td>PPT, Flipchart, markers</td>
</tr>
<tr>
<td>3.5 Trust-building</td>
<td>15'</td>
<td>Lecture</td>
<td>PPT</td>
</tr>
<tr>
<td>3.6 Provision of services</td>
<td>20’</td>
<td>Lecture</td>
<td>PPT, Handout 3.5.1 + 3.5.2</td>
</tr>
<tr>
<td>3.5.1 Session Groups - exercise</td>
<td>25’</td>
<td>Group work, Group work presentation</td>
<td>Flipchart, markers</td>
</tr>
<tr>
<td>Total duration</td>
<td>120 min</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Implementation of Session 3

3.1 What is outreach?

**Brainstorming and Lecture.** Introduce the session and ask participants what reaching out to expatriates means and why it is important. Write down on a flipchart what they state, as a brainstorming list. Stress trust-building as an important aspect of outreach (See background material 3.5 and use PPT). Also underline that reaching out and remaining in touch is an important measure to potentially protect expatriates.

Time: 10 minutes
3.2  Mapping and data collection

**Lecture.** Introduce mapping as a prerequisite to successful outreach and expatriate engagement. Before outlining mapping approaches, ask participants to quickly state some ideas on where they would find information about expatriates, where they would look for data and information on who is where. Write the ideas down on a flipchart – or ask a fellow trainer to do so while you facilitate the contributions. Once you gathered a number of ideas, thank participants for the contribution and provide a brief lecture on different approaches and instruments for mapping. This will lead you on to the next section which outlines available sources for mapping of Jordanian expatriates (see background material and use PPT).

**Time:** 10 minutes

3.3  Mapping of Jordanian expatriates

**Lecture.** Following the previous lecture on general sources of data and mapping for expatriates, you can now introduce sources on Jordanians already available through initiatives and studies. Where possible, relate back to ideas participants stated earlier (see background material and use PPT).

**Time:** 10 minutes

**Buzz groups for analysis.** Show participants the different graphs (see left for example and use PPT) from a study on Jordanian Expatriates in Germany, asking them to analyze in small groups of 4 (their immediate neighbours), what information the graphs provide, should they want to reach out to expatriates in Germany. After 5-8 minutes, gather what they have come up with.

The graphs provide information on the overall number of male and female expatriates in Germany, the different age groups and the main geographical concentration of the expatriates. This gives indications on which age group might be targeted to reach most expatriates, choosing channels these age groups use, topics of their interests, etc. and also, where to start or concentrate the effort. The study further provides information on existing expatriate associations to link up with.

Emphasize with this example that quite some information is already out there and can be used for outreach purposes. Also emphasize the possibility to gather information on expatriates beyond statistics (see Mapping handbook\(^3\) in the trainer material files), e.g. through surveys, focus group discussions with expatriates, etc.

**Time:** 10 Minutes

---

3) ICMPD 2018: Methodologies For Collection of Data and Information on Jordanians Abroad: A Practical Guide. Vienna
Provide additional information on recent initiatives by the Government of the HKJ. Draw attention towards developments under way, particularly the Izwitna portal and App about which they will hear more in session 4 and provide a brief overview of examples of mapping initiatives (See Box 10 in the background material, use PPT).

**Time: 10 Minutes**

### 3.4 Opportunities for expatriate engagement and development in Jordan

**Lecture:** This section provides an opportunity to present how, knowledge of how expatriate communities are composed, combined with cross-sector policy initiatives such as integration into a host community, social protection, citizenship services, and voting etc., can create enabling environment for trust-building and expatriate engagement for development. (Use PPT).

Once you present this overview, highlight the different incentives for expatriate engagement. You can engage with participants here and ask them for their ideas on what possible incentives are there. Write them down on a flipchart and then present a menu of viable options (Box 11 in the background material) and you can highlight examples from other countries (Box 12 in the background material).

**Time: 10 minutes**

### 3.5 Trust-building

**Lecture.** Now that you have highlighted incentives for expatriates engagement, present the topic of trust-building by highlighting the importance and benefits derived from establishing good communication and mutual trust between governments and their expatriate population. Highlight initiatives that build trust (see 3.5 of the background material). Distribute handout 3.5.1 and 3.5.2 for their future reference.

**Time: 15 minutes**

### 3.6 Provision of services

**Lecture.** Ask participants how they could imagine expatriates can be reached once they have been mapped - and write down what is mentioned on a flipchart. Highlight that there are many approaches and opportunities for outreach and the training focuses on services and events. Highlight that these also relate to offline and online communication and in general information sharing for outreach and that this will be covered in detail in the subsequent session 4.

Introduce the opportunities with their examples (use PPT), engaging participants where possible in the lecture through asking questions and input – or for further examples they are aware of. Distribute handout 3.3.1 and 3.3.2 for their future reference.

**Time: 20 minutes**
Session Groups – exercise on mapping and opportunities for outreach

**Group work Session Groups.** Introduce the task ahead as applying what was learned on mapping and outreach opportunities to their “mock engagement initiative”, as introduced in session 1. Tell participants that they can also reconsider and cover a specific service, if they prefer that over the area previously chosen want.

Show them the PPT group work task slide or write it down on a flipchart:

In your group discuss, decide and document:
- Quickly choose a country (or several, e.g. if you want to do something regional) for the area you chose to focus on in Session 1.
- What information are you looking for? (e.g. numbers, specific age groups, interests,...)
- Identify sources you want to consult for details on expatriates or what additional mapping measures you want to undertake.

**Time: 10 minutes**

**Group Presentation.** Ask each group to briefly present their results first. Allow questions from the others, if you still have time.

**Time: 15 minutes**

---

**Supporting Material in Session 3**
- *PPT 3.1-3.6*

**Handouts to be used in Session 3**
- Handout 3.5.1: Examples – services
- Handout 3.5.2: Examples – events
Key messages of Session 3

► Expatriates are vital for development in Jordan, though not only because of remittances. The HKJ is interested in circular migration of expatriates and in investments in the home country. Therefore, the relationship to expatriates and their sense of belonging needs to be nurtured.
► Reaching out effectively to expatriates and tailoring services to their needs requires understanding the group of expatriates who are present in a host country.
► Mapping efforts require some kind of database, for which safe storage that follows data protection rules is a key component.
► Jordan has developed tools to strengthen mapping and outreach efforts, including an expatriate profile document, mapping handbook, and the digital platform “Izwitna.”
► Outreach and engagement can be accomplished through different opportunities and approaches. Most expatriates will benefit from services through the embassies and consulates. However, depending on who is in the country, specific events might also be beneficial to bring expatriates closer to their homeland.

Notes
Session 4: Designing Online and Offline-communication with and for expatriates
Session 4: Designing Online and Offline-communication with and for expatriates

Learning outcomes

After this session, participants will be able to:

- Explain the purpose of the Jordanian Draft Communications Plan for Expatriate Outreach and Engagement and how its contents can be used as a resource for their own outreach efforts;
- Develop particular messages for target audiences;
- Differentiate between the features of online and offline channels of communication;
- Describe Izwitna as a channel for expatriate outreach and engagement, particularly as a valuable resource for expatriates to subscribe to (register for) and download (the app);
- Explain the steps to take in planning an outreach campaign or project; and
- Demonstrate an understanding of what makes content high in quality and more likely to engage expatriates.

Outline of Session 4

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
<th>Methodology</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>50’</td>
<td>Lecture, Brainstorming (or buzz groups)</td>
<td>Projector, screen (wall), laptop, PPT, Handout 4.1.1, Flipchart, markers</td>
</tr>
<tr>
<td>4.2</td>
<td>45’</td>
<td>Lecture, Group work, Presentations</td>
<td>PPT, Flipchart, markers</td>
</tr>
<tr>
<td>4.3</td>
<td>10’</td>
<td>Lecture</td>
<td>PPT</td>
</tr>
<tr>
<td>4.4</td>
<td>15’</td>
<td>Lecture, Q&amp;A</td>
<td>PPT</td>
</tr>
<tr>
<td>Total duration</td>
<td>120 min</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Implementation of Session 4

4.1 Jordanian Communications Strategy and Plan for Expatriate Outreach and Engagement

Lecture. Provide an overview of the session by linking session 3 with mapping of expatriates and outreach tools to communication, as communication is an integral part of outreach. Thereafter introduce the MOFAE Communications Plan briefly as a tool the MOFAE has put in place to support outreach and expatriate engagement. Distribute Handout 4.1.1 for their reference throughout the session and in the future.

Introduce the purpose and contents of the MOFAE Communications Plan highlighting
particularly that the plan contains guidance on target audiences, messages, channels, and tactics and explain the terminology and meaning briefly. Provide participants with the opportunity to ask questions. Encourage participants to consider situations in which they might use the plan as a reference to support their own communications efforts. Write their suggestions on a flipchart if helpful.

*Note that throughout the rest of this session, you will be referring back to the communications plan periodically. In this way, the participants will become more familiar with the contents and more comfortable using the document in their work.*

If a MOFAE representative familiar with the Communications plan is present, ask them to support your introduction or provide the brief introduction of their own.

**Time: 5 minutes**

### 4.1.1 Communication channels

**Lecture.** Use PPT to support your lecture. Introduce the different online and offline channels and involve participants by asking them how they use different online/social media channels, and for what purpose. Establish a relation to that expatriates also use social media and therefore different channels can be used, including for conveying expatriates, particularly if you don’t have their contacts because they have not registered with the embassy. Display Table 2 from the background material, showing the difference between online and offline channels. Explain why choosing the appropriate ones for audience and message is important, and make sure to mention that a mix of channels should be used so that online and offline communication supports each other. Display Figure 1 to demonstrate the importance of using multiple channels and staying present to maintain attention.

**Time: 10 minutes**

**Brainstorming.** Ask participants to brainstorm with their neighbours in 5 minutes some of the “positive” and “negative” aspects (advantages and disadvantages) of the various online and offline channels in the table.

Quickly ask for the input from participants, and show the slide with Table 3, relating to what participants said. Explain that often what seems like a negative feature (such as the need for technical training) is actually merely a requirement for using the channel and can present an opportunity for growth.

**Alternative: Buzz groups.** *Divide the plenary into two parts. Ask one half to get together into small buzz groups of two, with their immediate neighbour, and list the positives and negatives for each type of online channel. Ask the other half to list them for the offline communication channels. Then proceed to discussing them and list all that is said on a flipchart prepared with the two categories.*

**Time: 10 minutes**
4.1.2 – 4.1.3 Target audiences and key messages (combined 4.1.2 + 4.1.3 of background material)

**Lecture.** Define what is meant by the term “target audience” and display the questions one can ask to better understand the profile and motivations of target audiences. Be sure to note the intersectionality of target audiences. Ask participants to call out potential target audiences for outreach (subsets of Jordanian expatriates, e.g. for their own session groups), and then display the target audiences chosen by MOFAE in the Communications Plan. Highlight that target audiences can vary by project, campaign and geographical location.

Move on to the topic of key messages. First, define the concept, focusing particularly on how key messages differ from what is actual said. Then display the table of key messages from the Communications Plan (use PPT).

**Time:** 15 minutes

4.1.4 – 4.1.5 Communication tactics and information sharing (combined 4.1.4 + 4.1.5 of background material)

**Lecture.** Briefly introduce the concept of communication tactics and the need to combine target audience, message, and channel – the who, what, and how of outreach and expatriate engagement, highlighting that mapping, outreach and communication are all interlinked. Highlight the need for open two-way information sharing in outreach and expatriate engagement and provide examples (use PPT, Box 20).

**Time:** 10 minutes

4.2 Communications Planning

**Lecture.** Begin by explaining that the level of planning for communications activities will vary depending on the amount of resources (time, human, financial) an activity requires and the nature of what you want to achieve. While you can do everyday communications activities by just relying on your own contextual knowledge and instinct (e.g. posting to social media, responding to expatriates’ calls or emails), more ambitious efforts take more planning.

Display the slide with the list of seven steps to arrive at targeted and meaningful communication from PPT 4.2, and hold an open discussion of what each step entails.

Focus on step 1, how to articulate the objective as a SMART objective, and jointly discuss one potential objective for one of the previous target audiences discussed and develop one jointly in plenary with all participants. Ask your co-trainer to write
down the objective as the information comes from the participants on a flipchart.

**Time: 15 minutes**

**Group work Session Groups**
Introduce the group work in the session groups to advance on the “mock engagement initiative” based on the previous group activities. Highlight that in some instances they will have to do as if they have found the answer after thorough analysis, e.g. after consulting the sources they have identified in session 3 for their mapping. Encourage them to use the Communications Plan and the tables for the group work to come.

Group work task (write the task on a flipchart beforehand or include them in your PPT):
✓ Identify the main target group for your topic and outreach efforts.
✓ Practice answering the questions introduced to better understand their target audiences.
✓ Formulate a SMART objective
✓ Come up with key messages, actual things you could say (use the Plan)
✓ Discuss what to do, or produce to communicate their assigned key messages to each of their target audiences (choose offline/online channels and potential related activities).

Provide them 15 minutes for the task, flipchart and markers. Walk from group to group, assisting in case of questions and advise them about the remaining time.

**Time: 15 minutes**

**Group work presentations.** Ask each Session Group to come forward and present their results. After each group presentation, ask the other participants for quick comments and additions (manage the time!).

In closing, point out that testing messages, experimenting with it in real time by putting the message out is very important, even if it is only with a small number of members in the target audience being chosen.

*You can also have each session group hang up their flipchart around the room (assign them places) and walk with all participants from station to station. This makes the presentation a bit more active, however, be aware that people will have to stand for a while and take time to walk.*

**Time: 15 minutes**
4.3 High-quality Content

Lecture. Briefly define content as anything produced to present information or send a message to a target audience. Note that we all consume a variety of content – both online and offline - every single day, and that people can never get enough. Provide a few examples, and then ask participants to brainstorm more. Write the list on a flip chart. Use the list provided in the background document if needed.

Discuss briefly that original content must be created by them, but also that they can seek out and share others’ content – as long as they do so ethically and legally, getting approval, citing sources, etc..

Then introduce the idea that not all content is created equal – some is much better than others. They know great content when they see it, and so will expatriates. Display the PPT with the various features of high-quality content and low-quality content.

Time: 10 minutes

4.4 MOFAE digital engagement and Izwitna

Guest Presentation. A representative from the MOFAE will provide a short overview of the tools available from the MOFAE, i.e. the e-portal for expats and the Izwitna App.

Prepared content might be made available as a supplement to this training manual by the representative.

Facilitate a short round of Q&A. Manage the time.

If you have all information on the tools, you may do it yourself. Focus on how the tools work, what opportunities and benefits they provide to expatriates who register and download the app. Emphasise, how important it is that, as representatives of HKJ, that they recommend Izwitna to expatriates as often as they can so that MOFAE can have a nice, large database of expatriates. Also provide details on how Izwitna will benefit the embassies, MOFAE, or other institutions and include an overview of what both expatriates and embassy staff will have to do to feed and use both the portal and the app. Show Izwitna screenshots from PPT 4.4.

Time: 15 minutes

Supporting Material in Session 4

- PPT 4.1-4.4
Key messages of Session 4

[•] Build your efforts on existing policy guidance, such as the Draft Communications Plan.
[•] Identify the actual needs of your target group, your expatriates.
[•] Based on what the needs of your expatriates are, identify the best approach to reach them, e.g. via a campaign, event or regular informative updates on something.
[•] Always consider target audience, messages and communication channels carefully, even if only informally.
[•] Analyse potential online and offline channels of communication – not all are equally suitable in different countries/ for different target groups of expatriates.
[•] Plan your communications efforts ahead of time using a step-by-step approach, particularly if the cost is high and the goals are ambitious
[•] Design your communication process by asking how you can evoke interest, activate behaviour and involve your audience through the choice of communication channels.
[•] Test messages and communication channels, where possible, with actual representative members of your target audience.
Session 5: Planning your initiative for expatriate engagement
Session 5: Planning your initiative for expatriate engagement

Learning outcomes

After this session, participants will be able to:

- Structure ideas for expatriate engagement into a plan;
- Use a planning format to design initiatives for expatriate engagement;
- Present their expatriate engagement initiative to an audience;
- Identify strategies to secure financing and implementation and
- Follow up on ideas from the training.

Outline of Session 5

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
<th>Methodology</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Key Tools for Planning initiatives for expatriate engagement</td>
<td>15’</td>
<td>Lecture</td>
<td>PPT</td>
</tr>
<tr>
<td>5.2 Devising a plan for your initiatives</td>
<td>30’</td>
<td>Group work, Presentations, Discussion</td>
<td>Handout 5.1.1: Planning tool, Handout 5.1.2: Calendar, Flipchart, markers</td>
</tr>
</tbody>
</table>

Implementation of Session 5

5.1 Key Tools for Planning

Lecture. Introduce the utility of completing a structured plan for any initiative or related activities. Explain the planning form by walking through each portion, ensuring that participants understand how to complete it. Highlight that this form may also be used for any activity in their work, and is very versatile for both large and small activities. Repeat for the calendar form.

Time: 15 minutes

5.2 Devising a plan for your initiatives

Group work. Distribute handouts 5.1.1 and 5.1.2 to the Session Groups. Ensure that they use both their flipcharts and handouts to plan their mock expatriate engagement activities in sufficient detail as they would to present it for official approval. Instruct them to use information from session 3 and 4 group outputs. Instruct groups to focus on Handout 5.1.1, but invite them to complete handout 5.1.2 (calendar for activities) as well.
Prior to beginning the group activity, ensure that participants understand:

✓ They should use the SMART objective identified in Session 4.
✓ Deliverables are “products” of the activities, e.g. a letter, a campaign, meeting minutes.
✓ Coordinating partners include those who actually have a role to play in delivering the activity, not simply partners who are passively related.
✓ Responsible partners are ones who will lead the activity, so it will be important to identify them to the most specific degree. Example: it is better to specify that the responsible implementer would be “First Secretaries at GCC embassies” rather than simply “GCC embassies.”

Time: 30 minutes

Group Presentations. Ask all Session Groups to market their plan to the plenary, within a maximum of 5 minutes. When all Session Groups have presented, ask all participants to mingle freely for 5-10 minutes and discuss one another’s plans. Return to plenary and lead a 10-15 minute open discussion on participant feedback and questions regarding the activity.

Time: 40 minutes

Discussion on financing. Lead the discussion on the group plans towards a discussion of financing, by highlighting that proper planning also includes a clear understanding of the human and financial resources involved. Invite a new discussion to explore potential sources of financing for the group plans. Ask the groups to explore the question of how they would lead the task of securing the budget necessary to implement their plans and what challenges they would foresee in that process in 5 minutes, gathering initial ideas.

Encourage them to avoid being stuck by barriers within their departments by challenging them to be creative in overcoming those barriers. Highlight the value of showcasing past activities for use in raising awareness for future activities, which helps with funding requests, even within the GoJ.

Time: 15 minutes

Supporting Material in Session 5

• PPT 5.1
Handouts to be used in Session 5

- Handout 5.1.1: Planning format
- Handout 5.1.2: Calendar for activities

Key messages of Session 5

- Activities need to be well planned, including for potential cooperation with other stakeholders and institutions. Strong planning will identify how feasible the activity is and what resources will be required.
- An action plan can be a versatile tool to be used for planning all kinds of simple or comprehensive efforts.
- Joint or cooperative planning for activities can strengthen buy-in from other implementing partners.
- Having an accessible calendar of activities can increase visibility of expatriate engagement efforts within the embassy.
- Undiscovered funding opportunities might be available (e.g. co-funding from other ministries. Parts of activities might also potentially be covered by an expatriate association through fundraising, if they themselves manage the funds and not the embassy) but discovering them will require effort, creativity and planning, not to mention external coordination.
- Showcasing the results of an initiative is important and can be done through various formats, infographic, videos, reports, special meetings,

Notes
Session: Evaluation and closing
Session: Evaluation and closing

Outline of Session: Evaluation and closing

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
<th>Methodology</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and Main learning points</td>
<td>30’</td>
<td>Assessment test and plenary review</td>
<td>Assessment test, PPT</td>
</tr>
<tr>
<td>Evaluation, closing and certificates</td>
<td>30’</td>
<td>Evaluation sheet, closing speeches and distribution of certificates</td>
<td>Evaluation sheet, Certificates</td>
</tr>
<tr>
<td>Total duration</td>
<td>60 min</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Implementation of Session: Evaluation and closing

The aim of the last session is to review the main learning, close the course and gather feedback.

Assessment. Distribute the assessment test. Ask all participants to individually and anonymously answer the questions of the test to the best of their knowledge within 10 minutes.

Alternative: Should the JID want to collect the pre-/and post tests for an analysis, collect them face down.

Time: 10 minutes

Review. Go through each question and invite verbal answers before providing the correct answer. Allow for discussion time between each question, ensuring that key messages are adequately reviewed and understood and false interpretations corrected.

Time: 15 minutes

Discussion. Return to the discussion on the expectations participants expressed at the beginning of the training. Indicate which had been specifically addressed and which were not.

Time: 5 minutes

Closing. Distribute the JID evaluation sheet for participants to complete anonomously. Provide them 10 minutes for filling them and indicate a place where they should leave the evaluations face-down.

Depending on the training, speeches may be given by representative of MoFAE, the Institute for Diplomacy, or the trainer, depending on the protocol agreed. Following these remarks, distribute certificates to participants and close the training.

Time: 30 minutes
Handouts to be used in Session: Evaluation and closing

- Assessment test (post)
- Evaluation sheet (JID)
3 Handouts
## 3 Handouts

### Handout 1.1.1: Glossary of terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circular migration</td>
<td>The fluid movement of people between countries, including temporary or long-term movement which may be beneficial to all involved, if occurring voluntarily and linked to the labour needs of countries of origin and destination.</td>
</tr>
<tr>
<td>Country of destination</td>
<td>The country that is a destination for migration flows (regular or irregular).</td>
</tr>
<tr>
<td>County of origin</td>
<td>The country of nationality or, for stateless persons, of former habitual residence.</td>
</tr>
<tr>
<td>Expatriate/ diaspora</td>
<td>Individuals and members of networks, associations and communities, who have left their country of origin, but maintain links with their homelands.</td>
</tr>
<tr>
<td>Irregular migration</td>
<td>Movement of persons that takes place outside the regulatory norms of the sending, transit and receiving countries. There is no clear or universally accepted definition of irregular migration. From the perspective of destination countries, it is entry, stay or work in a country without the necessary authorization or documents required under immigration regulations. From the perspective of the sending country, the irregularity is, for example, seen in cases in which a person crosses an international boundary without a valid passport or travel document or does not fulfil the administrative requirements for leaving the country. There is, however, a tendency to restrict the use of the term “illegal migration” to cases of smuggling of migrants and trafficking in persons.</td>
</tr>
<tr>
<td>Migrant</td>
<td>A person who voluntarily decides to move, without intervention of external compelling factors, thus making a clear distinction between voluntary and forced migration. A person who leaves from one country or region to settle in another, often in search of a better life.</td>
</tr>
<tr>
<td>Migrant stock</td>
<td>The number of migrants residing in a country at a particular point in time.</td>
</tr>
<tr>
<td>Migration</td>
<td>In the global context, movement of a person either across an international border (international migration), or within a state (internal migration) for more than one year irrespective of the causes, voluntary or involuntary, and the means, regular or irregular, used to migrate.</td>
</tr>
<tr>
<td>Migration and development</td>
<td>A concept in the framework of the Global Approach to Migration and Mobility which bring together migration and development actors in a country or region to manage migration more effectively, in the interests of all, along specific migratory routes.</td>
</tr>
<tr>
<td><strong>Push and pull factors</strong></td>
<td>Migration is often analysed in terms of the “push-pull model”, which looks at the push factors, which drive people to leave their country (such as economic, social, or political problems) and the pull factors attracting them to the country of destination.(^\text{13})</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Refugee</strong></td>
<td>In the global context, either a person who, owing to a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership of a particular social group, is outside the country of nationality and is unable or, owing to such fear, is unwilling to avail themselves of the protection of that country, or a stateless person, who, being outside of the country of former habitual residence for the same reasons as mentioned before, is unable or, owing to such fear, unwilling to return to it. In the EU context, either a third-country national who, owing to a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership of a particular social group, is outside the country of nationality and is unable or, owing to such fear, is unwilling to avail themselves of the protection of that country, or a stateless person, who, being outside of the country of former habitual residence for the same reasons as mentioned above, is unable or, owing to such fear, unwilling to return to it, and to whom Art. 12 (Exclusion) of Directive 2011/95/EU does not apply.(^\text{14})</td>
</tr>
<tr>
<td><strong>Remittances</strong></td>
<td>In the global context, a cross-border person-to-person payment of relatively low value. In an EU context, a financial transfer from a migrant to a beneficiary (ies) in the migrant’s country of origin.(^\text{15})</td>
</tr>
</tbody>
</table>

---

4) IOM Key Migration Terms, https://www.iom.int/key-migration-terms
6) Ibid, from Art. 2(n) of Directive 2011/95/EU (Recast Qualification Directive)
9) Ibid
11) EMN [2014]
13) IOM Key Migration Terms
14) EMN Glossary
15) Ibid
Handout 1.2.1: Map – outward migration flows from Jordan

**Group work task:** In your group, discuss the following: Where do people go (emigrate) from Jordan? Draw arrows on the map below based on that discussion, indicating:
- high or low numbers through the thickness of the arrows (or add numbers, if you know them onto the arrow).
- key profiles (unskilled, semi-skilled or skilled workers, businesspeople, students,... ).
Handout 1.3.1: Examples: Areas for expatriate contribution for development

**Remittances /investments**

**Box 2: Enhance the investment ratio of remittances: New Zealand**

**New Zealand**

New Zealand is only one of several developed countries to pursue well-connected expatriates to then support the attraction of Foreign Direct Investment (FDI). New Zealand has set up a ‘World Class New Zealander’ network of high profile businesspeople in key markets, hoping to attract wealthy expatriates and ‘friends of New Zealand’ to invest in the country.

See: [https://www.keanewzealand.com/world-class-nz/](https://www.keanewzealand.com/world-class-nz/)


**Box 3: Facilitation of remittances transfers: Jordan and Germany**

**Digi#ances** stands short for ‘Digital Remittances’ and is a three-year project (Oct 2015-Sept 2018) that is jointly implemented by the Central Bank of Jordan (CBJ) and the German International Development Cooperation Agency (GIZ). In view of the importance of remittances and the usual dependence on bank accounts or other high-cost systems, the project seeks to improve access to digital financial transfer services. It seeks to increase access to transfers and lower the costs for those most in need, particularly refugees.

**How does it work:**

The project addresses three relevant areas:

1. **Digital transfer service:** development of a national mobile application.
2. **Awareness of services:** information campaign and training courses.
3. **Regulatory framework:** the Jordanian regulatory framework must be amended to allow digital money transfers across borders. A national mobile transfer service is also likely to benefit Jordanians abroad. Once in place, the services can thus also be communicated to and benefit Jordanian expatriates and their loved ones in Jordan. See: [https://www.giz.de/de/downloads/Digi-ances_Money_Transfers_without_Borders_[GIZ_2016].pdf](https://www.giz.de/de/downloads/Digi-ances_Money_Transfers_without_Borders_[GIZ_2016].pdf)
GeldtransFAIR is an online portal that collects information on the costs for transferring money from Germany to foreign destinations. The portal allows users to search and compare fees, exchange rates and even the transfer speed for over 20 countries. The portal was developed by the Centre for International Migration and Development (CIM) and the Frankfurt School of Finance and Management, and was financed by the German Ministry of Economic Cooperation and Development. The World Bank Standards for Remittances Databases certified the portal for its transparency and usability.


Box 4: Enhance investment of remittances into productive investments: Mexico and El Salvador

**Mexico – Programa Tres por Uno (three for one program)**

Established in 1999, the Programa Tres por Uno is one of the most well-known remittance programmes. It works by monitoring remittances flowing through the program and matching them at the municipal, state and federal levels. The matched funds are directed to public works projects, such as transportation, sewage and drinking water, and power infrastructure. In 2004 more than USD 50 million had been committed, which accounts for 3.24 % of all remittances received by Mexico.

**Mexico – Programa Invierte en Mexico (Invest in Mexico)**

In 2001, the Inter-American Development Bank and Nacional Financiera – Mexico’s prime development bank – initiated a programme to encourage affluent Mexican expatriates to invest in Mexico. This microfinance program provides technical support and loans for migrants who commit to invest in small businesses, such as small groceries, restaurants or gas stations. By 2008, the budget grew to USD 2.2 million.

**El Salvador – Establishment of youth-led enterprises at local level with the support of diaspora**

This programme promotes local development and provides alternatives to migration for youth. The programme provides a platform for young entrepreneurs to receive technical and financial support to enhance their capacities and ensure that their business is sustainable.

Using a multi-stakeholder approach, regional development agencies implement the programme and provide training and start-up support, local authorities provide funding and link their activities to financing and technical assistance from the diaspora. These enterprises offer a pathway for the diaspora and local youth to directly contribute to the local development of their communities of origin and elevate their status as a strategic development actor. As such, these enterprises serve as an important example of how to harness the development potential of migration.

Return migration and skills transfers

Box 5: Initiatives on returns and skills transfers

UNDP’s TOKTEN (Transfer of Knowledge through Expatriate Networks) programme. This programme for expatriates involves facilitating their temporary return for short-term assignments. Beneficiaries may work with public or private institutions, including universities or NGOs, in fields ranging from agriculture and manufacturing to health, law, management, or technology.

For instance, a TOKTEN-UNESCO programme at the University of Mali brought Malian professors to fill urgent teaching and research needs. These visiting professors had previously been working in Europe, North America and Africa within a wide range of fields.

In Palestine, TOKTEN has supplied nearly 200 experts to give technical assistance to the Palestinian Authority ministries to assist them with establishing or improving both physical and institutional infrastructures.


Box 6: Initiative on social remittances: Colombia

Colombia – Colombia Nos Une (CNU)

The programme was initiated in 2003 and focuses on brain circulation for highly skilled emigrants. It seeks to attract talent without repatriating them. The slogan for the programme is ‘Strengthening ties with Colombians abroad,’ for which five types of strategies have been identified:

1. Human Capital and Knowledge Networks;
2. Trade and Economic Investments;
3. Culture and Values;
4. Community and Sense of Belonging; and
5. Political Promotion.

The strategies have been distinguished through a wide range of actions and awareness raising campaigns, which were launched by the Colombian government between 2011 and 2013. These activities pursued different objectives and were targeted different groups of Colombian emigrants.

Human Capital and Knowledge

One of the core concerns of Colombian Migration Policy is to identify ways to merge the talent and professional skills of Colombian emigrants, in order to improve the scientific development of the country. This is then followed by attracting financial investments from qualified migrants. For this, three kinds of action have been identified: Return, Training of Colombians living abroad and Academic Distance Networks.
The ‘Productive Return Program’ was initiated by the Colombian Consulate in Spain, and offers training in business and management to local Colombians. The goal of this programme is to promote the productive return of capable expatriates who want to start a business or livelihood project in Colombia.

**Training of Colombians Abroad:** Columbia has made efforts to reach those expatriates who do not wish to return. With the support of public sector institutions, such as Universidad EAN or Bancolombia, CNU offers opportunities to improve the financial skills of expatriates and to offer ways to learn how to become a small entrepreneur. For example, the Consulates of New York and Madrid held courses in leadership skills. Another effort was where Bancolombia was part of a project to improve the emigrants’ financial management through money saving education, on how to use a personal bank account, or by exploring the best channels to send remittances.

**Academic Distance Networks:** The CNU programme includes a strategy to specifically engage academic and scientific professionals around the world. The programme is investing in a database of qualified Colombians who live abroad, with the aim to promote their networks and provide them with support. It is hoped that these efforts will encourage these professionals to generate research projects with Colombian universities or research centres. One of these initiatives is a collaboration called the “C Network”, which is between the French Institut de Recherche pour le Développement (IRD) and IOM. is investing in a database of qualified Colombians who live abroad, with the aim to promote their networks and provide them with support. It is hoped that these efforts will encourage these professionals to generate research projects with Colombian universities or research centres. One of these initiatives is a collaboration called the “C Network”, which is between the French Institut de Recherche pour le Développement (IRD) and IOM.

Tourism

Box 7: Involving expatriates in efforts to promote tourism in countries of origin: Jordan and Ireland

The Jordanian Tourism Board (JTB)

Since 2014 the JTB organises courses for Jordanian diplomats on tourism. The purpose is to enable them to replicate and adapt all the marketing methods, tools and programmes of action adopted for the promotion and marketing of tourism in Jordan.

As a result of this training, expatriates can obtain any information related to tourism in Jordan through embassy staff and they can participate in the promotion of tourism to Jordan by sharing the information obtained by the diplomatic staff during this course.

Website: www.visitjordan.com

Know Jordan Initiative (لدعج نجود)

This initiative was launched early 2016 by a Jordanian expatriate working in the media, Ms. Sally Al Asaad. The initiative is supported by the Jordanian Minister of Tourism, the Minister consultant, and a Jordanian activist in the field of Youth and Voluntary Work. The aim is to strengthen the loyalty of the second generation of Jordanians abroad to Jordan, to promote Jordan and to strengthen their emotional ties to the homeland. The initiative targets children and young people from 8-16 years old.

How it works: The initiative includes touristic and cultural tours for children and young people who live abroad and in Jordan; the idea is to integrate them directly with the Jordanian community of different social circles, cities, and villages. All participants in the initiative are given the opportunity to organise trips to Jordan and undertake voluntary work in line with the initiative’s regulations and under the supervision of its organisers.

See: https://www.facebook.com/groups/jordantour/

Discover Ireland

Ireland is attracting expatriate tourism by heavily promoting genealogy tourism, through which expatriates can trace their family history after several generations. Through its website, expatriates can trace their ancestry.

Handout 2.2.1: Stakeholders in expatriate engagement

Figure 5: Stakeholders in expatriate engagement – Jordan

Figure 6: Stakeholders in expatriate engagement for Jordan – Abroad
**Box 11: Coherent Government Approaches: Switzerland and Poland**

**Switzerland: the Whole of Government Approach (WoGA) to migration**

The Whole of Government Approach of Switzerland, adopted in 2011, brings together all relevant inter-ministerial departments that are working on migration in a wider sense. A total of 7 ministries with their respective relevant departments are involved in foreign policy on migration.

**Why a Whole of government Approach (WoGA)?**

The WoGA has 3 key objectives:

1. policy coherence: so that departments speak with one voice on migration;
2. Find a balance between domestic and foreign policy;
3. Bring together the different actors with different mandates and different interest on migration, getting value added from all different actors involved.

Coordination in the WoGA happens at 3 levels:

1. Working groups: technical level on different countries of origin in Switzerland or topics with representatives from departments. Minutes are shared between the different working groups.
2. Committee of working groups: Consists of ambassadors and others, is informed by working groups, approves and takes decisions.
3. Working group on Migration of deputy-ministers: meet 4-5 times per year, provides strategic level direction and priorities.

**Switzerland** has now established ‘Migration Partnerships’ with a number of countries, covering bilateral agreements on relevant issues, such as asylum, irregular migration, migration and development, including expatriate engagement, return and reintegration and the protection of migrant rights.

Source: SDC

**Poland** has, over time, put in place a coherent approach and engagement structures with their expatriates that cut across different sectors of government. Cooperation with the Cooperation with the Polish Community Abroad, as expatriate engagement is termed in Poland, is based on Art. 6 of the Constitution of the Republic of Poland from April 1997. The cooperation and respective programmes are coordinated by an Inter-ministerial Team for the Polish Community Abroad.
The Government programme is implemented by means of an inter-ministerial approach. Next to the Ministry of Foreign Affairs, diplomatic missions, embassies and the Inter-ministerial Team, other Ministries, provinces and NGOs are also involved. The budget for the programme is distributed across several institutions, such as the Senate, the Ministry of Education, the Ministry of Foreign Affairs and the Ministry of Internal Affairs. Source: MFA Poland

Handout 3.5.1: Examples – services

Embassies and consulates are at the forefront in reaching out to expatriates and play a key role in establishing trust between governments and their diaspora communities. Many consulates today offer free legal assistance, welfare support, passport assistance and other services to expatriates. In recent years, many embassies have also geared up to better support migrants in vulnerable and/or in crisis situations. The following provides several examples.

**Box 13: Consular posts for crisis**

Consulates are a key conduit for information dissemination to and communication with citizens abroad. Due to their presence in the host State, they have access to country-specific information. Many mechanisms and multiple communication channels can be employed by consulates to communicate with their citizens, including websites, social media, newsletters, hotlines and helplines, focal points, etc. Consulates can use active outreach to their citizens include familiarising them with emergency contacts, procedures, and contingency and evacuation plans through special events at consular posts, such as on national holidays. Consular websites can amplify social media and other methods for citizens to contact their family members to update them on their safety and needs.

Source: MICIC (2016), p. 72ff

**Consular posts as focal points to generate and disseminate information to citizens abroad**

Consular services play a central role in delivering communication to citizens abroad. Information that can be provided includes:  
(Source 2)

- Crisis alert levels and recommendations for suggested actions;
- Travel advisories, restrictions, and bans;
- Situation updates;
- Evacuation plans and sites;
- Availability and location of temporary shelters;
- Ways to access available assistance.

Source: MICIC (2016), p.95
Box 14: Strengthening consular services: Jordan, Australia and Morocco

Jordan's Hotline and emergency card

Staff and websites of Jordanian embassies have specific contact information for use in a crisis. This programme was put to the test when hurricane Irma hit the Caribbean Islands in September 2017. During the storm, MOFAE's operations room received a distress call from one Jordanian citizen living on the island of St. Martin. This expatriate gave information about the difficult situation on the island, but more importantly also advised that more than 95 Jordanian citizens were stranded and could not leave the island. A crisis meeting with relevant staff on an emerging crisis, called a "crisis cell", was immediately assembled within the operations room. This crisis cell coordinated with other stakeholders, including the Prime Minister and Dutch officials, to send a Jordanian evacuation plane that returned everyone safely to Jordan. [Source 1]

As a result of one expatriate who was able to contact the appropriate office, the response was highly successful. Building on this success, an emergency card will be developed to provide Jordanians abroad with a quick reference of important contact details in case of crisis. The emergency card will be translated and is being considered for future distribution via Jordanian embassies. The emergency card will contain the following information:

- Mobile number: +962 795497777
- Land line number: +962 6 5735166
- The ministry number: +962 6 5501444/5735160, ext: 3428
- Fax: +962 6 5735204
- Email: op ctr@fm.gov.jo
- P.O Box: 11180

Australia's Consular post contingency planning

Like all Australian missions overseas, the Australian Embassy in Seoul maintains regularly updated consular Crisis Preparedness contingency plans that are based on an 'all hazards' approach. For the Republic of Korea, the crises that are most likely to affect the Australian community include typhoons, transport accidents and nuclear power plant accidents. Their emergency planning also covers the possibility of other large-scale emergencies, such as an epidemic or military conflict. See http://southkorea.embassy.gov.au/seol/emergency2_09.html

Source: MICIC (2016)/online repository

Morocco's "green number"

In 2015, Morocco issued what it called an international "green number." The Moroccan diaspora can use this contact number to generally provide feedback on consular services provided. Communications are received during normal working hours, and are directed to a special team for follow up.
Box 15: Good Jordanian Practices – Outreach through Embassies and Consulates

Where: Jordan Embassy in the United Arab Emirates (UAE)

Name of Initiatives: i) Jordan Universities Alumni, and
ii) Jordanian Mamas in UAE

Target groups: i) All Jordanian Universities graduates
ii) Young female workers in UAE

Purpose:

i) The first initiative aimed at gathering graduates to engage with the embassy for help and support and to create a supportive network among them. Students were linked with Jordanian businessmen to increase their professional prospects. Furthermore, workshops were organised to build professional capacity and improve chances for success in a highly competitive market.

ii) The second initiative targeted young women. Jordanian women were encouraged to get together regularly. Through this initiative, a social network was created. The network allowed for women to help each other in different matters, such as baby sitting, renting houses, identifying good schools for their children and encouraging small businesses. The initiative started out with 80 women 3 years ago (2014) and was launched in the Jordanian ambassador’s residence. Today the network counts more than 8000 women. They run an active page on Facebook and, thanks to the support groups, to date, a number of small enterprises were created.

Box 16: Good Practices from Other Countries Outreach through Embassies and Consulates

Guatemala set up 132 mobile consulates, which were attached to its 12 consulates in the United States of America in 2012, to service its expatriates in more remote locations.

Chile provides its expatriates with a set of services in host countries, which include free passport facilities, legal aid and a guide on how to manage life abroad, including how to access health, services, education and other services in the host country.

Source: IOM (2013), p.39

Lebanese Diaspora Energy Conference: this initiative was launched by H.E the Minister Jubran Basil in 2014. Since it was launched, regular sessions were organised every year: 2014, 2015, 2016, and 2017. Regional conferences are also conducted in countries with large numbers of Lebanese diaspora members, such as: North America, Latin America, and Africa. The Lebanese diaspora energy platform also features of number of initiatives. See: [http://www.lde-leb.com/](http://www.lde-leb.com/)
Lebanon Connect: is an initiative launched in collaboration with the Ministry of Foreign Affairs and Emigrants aiming to connect Lebanese around the Globe. It seeks to further strengthen the bond between Lebanese residents and emigrants worldwide, while praising their successes in all fields. It showcases the successes of Lebanese expats and encourages them to stay connected, while celebrating Lebanese heritage and promoting a positive image of Lebanon around the world. It also intends to present a business-to-business opportunity that constitutes a tie of interest alongside its emotional aspect. See: https://www.facebook.com/LebanonConnect, http://lebanon-connect.com/

Box 17: Examples on existing engagement and services provided through the HKJ and/or its embassies abroad – Social Security

Social Security Corporation (SSC)

In early 2016, the SSC officially issued its 'WhatsApp Service for Jordanian Expatriates'. The aim of this service is to introduce the benefits SSC provides to expatriates, share the latest SSC news, and present guiding documents and other information materials. Expatriates are also able to directly communicate with the SSC through this service.

How it works: Expatriates can add this service with the SSC WhatsApp number (+962 778469945), but the SSC is also proactive and seeks out representatives from Jordanian communities, clubs, and associations abroad to add. The SSC also invites anyone with inquiries to contact them, via email [webmaster@ssc.gov.jo], website [www.ssc.gov.jo] or international number [+96265008080].
### Box 18: Good Jordanian Practices – Outreach through Embassies and Consulates: Events

**Where:** Jordanian Embassies in New Delhi, Tunis and Dubai  
**Target groups:** All expatriates  
**Purpose:** Increasing cooperation between the Embassies and Expatriates

**Name of Initiatives:**

- Encouraging investment, expat business meetings, and enrolment in social safety nets.
- Encouraging tourism in the home country, especially in newly renovated areas.
- Honouring Jordanian students, who are top of their classes in the Jordanian school in Tunisia (following the Tawjihi system).
- Starting up bazaars and encouraging expats to participate in them by bringing food and cultural items for display.
- Fashion show for traditional Jordanian clothes.
- Promoting Jordanian-made handcrafts, Dead Sea products and holy water from the Baptism Site.
- Organising sports matches between Jordanian expats and Jordanian Embassy staff against expats and Embassy staff from other nationalities.
- Increasing social ties between the Embassy and expats through creating initiatives at the Jordanian Social Club.
- Jordan implemented ‘The Jordanian Expatriate Conference. Jordan Brings Us Together’ in 2015, which gathered 650 participants from 62 countries over three days.
Box 19: Events

√ Jordan implemented ‘The Jordanian Expatriate Conference. Jordan Brings Us Together’ in 2015, which gathered 650 participants from 62 countries over three days.

√ Sri Lanka, within the framework of the “Our Sri Lanka 2025’ initiative, held a conference in Colombo in 2015 targeting expatriates, to discuss how they could contribute towards the peace-building initiative and development of the country.

√ The Philippine Government and the Diaspora Council organised several Global Summits of Filipinos abroad, involving government, expatriates and academia.

√ Sri Lanka organised Diaspora Investor Fora, specifically to support post-conflict development efforts.

√ The Government of Zimbabwe, seeking expatriate investments at a time of economic recession and unemployment, held investment road shows in the neighbouring countries of Botswana and South Africa.

√ The Portuguese Diaspora Council organises annual events and gives out rewards for particular achievements by successful Portuguese expatriates.

Handout 4.1.1: MOFAE Communications Strategy and Plan
(Separate document)

16 For further information, please visit: http://www.econsortium.info/cha/srilanka2025/index.html
17 www.diasporaportuguesa.com/
### Handout 5.1.1: Planning format

**Objective 1:** Measured in (sources to see the result was realised):

<table>
<thead>
<tr>
<th>1.1</th>
<th>1.2</th>
<th>1.3</th>
</tr>
</thead>
</table>

**Objective 2:** Measured in:

<table>
<thead>
<tr>
<th>2.1</th>
<th>2.2</th>
</tr>
</thead>
</table>
Handout 5.1.2: Calendar of activities

<table>
<thead>
<tr>
<th>Activity / Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan.</td>
</tr>
<tr>
<td>Feb.</td>
</tr>
<tr>
<td>March</td>
</tr>
<tr>
<td>April</td>
</tr>
<tr>
<td>May</td>
</tr>
<tr>
<td>June</td>
</tr>
<tr>
<td>July</td>
</tr>
<tr>
<td>August</td>
</tr>
<tr>
<td>Sept.</td>
</tr>
<tr>
<td>Oct.</td>
</tr>
<tr>
<td>Nov.</td>
</tr>
<tr>
<td>Dec.</td>
</tr>
</tbody>
</table>
**Assessment test**

<table>
<thead>
<tr>
<th>Training Course Assessment (Pre/Post)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support to the Mobility Partnership (MP) between the European Union (EU) and the Hashemite Kingdom of Jordan</td>
</tr>
<tr>
<td><em>Fostering benefits for all. Outreach and service provision to Jordanian expatriates</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

| Instructions | Please read each question carefully and mark your answer according to the instructions. Hand in the assessment test for a pre- and post-test. |

### SESSION I: Migration & Development

**1) Migration:**

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) All migration is simple and fully predictable in numbers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Migrants always have a negative impact on their host country</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Jordanians migrating for economic reasons already have sufficient support in their host countries from Jordanian embassies / consulates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Jordan has a strategic policy document on expatriates in place.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2) What are the top 2 destinations for Jordanian expatriates:**

- [ ] USA
- [ ] Europe
- [ ] Latin America
- [ ] Gulf States
- [ ] Asia Pacific
- [ ] South-East Asia

**3) The aim of expatriate engagement is to:** (tick all that apply)

- [ ] Increase cooperation between institutions
- [ ] Instruct expatriates that they must contribute to development in Jordan
- [ ] Collect taxes from expatriates
- [ ] Build linkages with expatriates
4) In general, expatriates can directly contribute to development through: (tick all that apply)

- Promoting the image of their country of origin
- Investments in their host country
- Ideas and skills they bring back
- Building a social network abroad
- Starting businesses that create new markets for goods from their country of origin

5) In your own words, briefly explain which services the HJK should provide to its expatriates.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

6) Investment requests from expatriates can be referred to: (indicate the best answer)

- Tourism Board
- MOFAE
- Jordanian Investment Commission
- Social Security Corporation

SESSION 2: Inter-institutional coordination

7) Inter-institutional coordination for expatriate outreach and engagement: (tick all that apply)

- Avoids duplication of efforts
- Is in place and led by the MOFAE
- Creates synergies
- Can reduce costs
- Requires an independent institution

8) Name 2-3 countries, where there is a coherent government approach on expatriate engagement and affairs:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
9) The best instruments to achieve inter-institutional cooperation are:
(tick all that apply)

- Internal regular meetings of the MOFAE
- Communication on expatriate engagement to Ministries
- Ad-hoc cooperation when needs arise
- Joint Committee on expatriate affairs and engagement
- Focal points in ministries and institutions
- Working group on migration and expatriate affairs
- Instructing other ministries to help implement your objectives

SESSION 3: Reaching out to expatriates – target groups and tools

<table>
<thead>
<tr>
<th>10)</th>
<th>Knowing your expatriates is important in order to:</th>
<th>True</th>
<th>False</th>
<th>N/K</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Assist them in times of crisis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Remind them of their duty to contribute to Jordan’s development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Deepen the process of communication and cooperation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Reduce consular services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Prepare a central database of personal information on Jordanian travelers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>Call them whenever necessary</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11) In order to provide services to expatriates, we should:
(indicate the two best answers)

- Map expatriate sociodemographic data
- Cooperate with data collection institutions
- Ensure there is a registration precondition pre-departure
- Force them to fully trust us

SESSION 4: Online and offline communication

<table>
<thead>
<tr>
<th>12)</th>
<th>Communication to expatriates:</th>
<th>True</th>
<th>False</th>
<th>N/K</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>means that any type of messages should be channeled to expatriates as frequently as possible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>is relevant to inform expatriates about government services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>can make them feel valued and closer to home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>is designed in a process following several steps</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
13) **Communication channels:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>True</th>
<th>False</th>
<th>N/K</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>can be used to reach out to expatriates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>mean offline and online channels and should be strategically used</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>are the same for all expatriates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>all involve the same costs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Should be relevant to the target expatriates</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14) **MOFAEs digital engagement efforts include:** (indicate all that applies)

- A Digital Presence Unit
- Izwitna App
- Staff with the job of influencers
- A new website
- A communications plan

**SESSION 5: Planning your initiative for expatriate engagement**

15) **An Action plan is:** (tick all that applies)

- An app for initiatives
- A planning format for a project / initiative
- An expatriate association
- An exclusive planning tool for a communication campaign
Trainer material

Planning format for a training session

This template is a tool to help a trainer plan a specific session. Use the template to either plan one session or the whole training course, by adding the information from the session plans. It helps you to detail the implementation and define responsibilities, particularly if you act as a training team and facilitate in pairs. Use the comments column to highlight things to prepare beforehand, or anything that you want to specifically highlight.

Print the plan and use it for your quick overview and support during the training. Adapt, where necessary.

Training x, mm/dd/yyyy, [place]

<table>
<thead>
<tr>
<th>Time</th>
<th>Objective/ content of the session</th>
<th>Methodology and duration (in min')</th>
<th>Resp(^{18})</th>
<th>Material required</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Day x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coffee-Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coffee Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Day x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coffee-Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^{18}\) Use this column to indicate responsibility should you be training/facilitating with a colleague.
Notes
Training course: Fostering benefits for all. Outreach and service provision to Jordanian expatriates

Trainers’ Material