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MODULE 2:

DELIVERING THE ACTIVITY

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Pre-requisites


 To use this module as reference material, you should:

-  have at your disposal the work plan (knowledge of the activity objectives and contents and of the characteristics and needs of the target - and of how to use the selected methods and the evaluation tools);
-  have the ability to communicate (be able to express yourself, give explanations, listen to and relate with others) and implement the selected modality.



General Objective

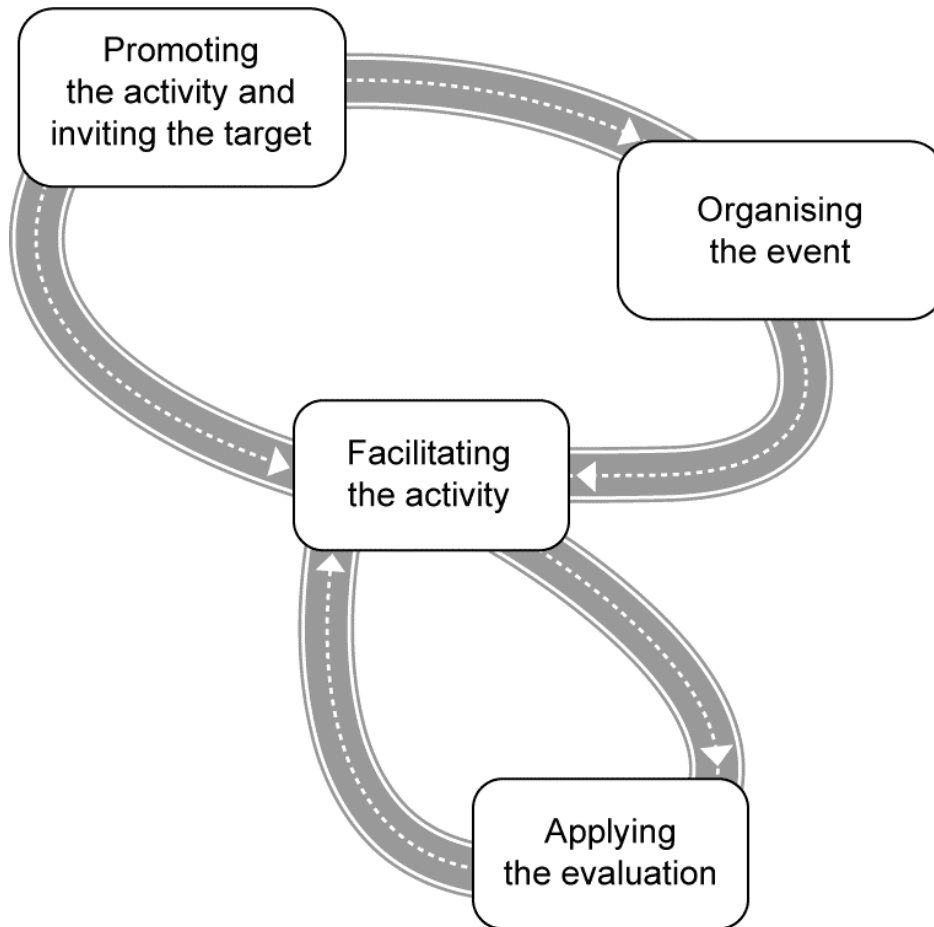
 By the end of this module you will be able to:

-  facilitate the delivery of the designed activity, work together with the invited target.

Hezron, Roy, Mary, Lucy and John have finished designing the activity.
“So, do you think we will be able to deliver it?”
“... we have to be clear about where we are going”.




The five colleagues examine the map here below and look at the logical sequence that should be followed when delivering an activity.





UNIT 1

PROMOTING THE ACTIVITY AND INVITING THE TARGET

Specific objectives

 By the end of this unit, you will be able to:

-  promote the activity;
-  invite your target to the event.

1. Promoting the activity

In order to ensure that the activity achieves the desired effect, it is advisable to inform people about the characteristics of the activity and how it will be delivered.

You should therefore promote the activity and advertise it by providing detailed and appropriate information. Even if you advertise it by word of mouth, clear and well-designed informative material is always a useful communication tool.

The informative material constitutes a written invitation that will determine your target's first impression of the activity in terms of form and contents.

People expect to find information in the invitation that will enable them to decide whether to participate or not.

People will very probably ask themselves:

Why is the activity being carried out?	The problem or situations that led to the activity being organised
What will the course achieve?	The objectives the activity sets out to achieve
What will be discussed?	The selected contents
Who will be asked to take part?	Must the participants meet certain requirements or is this an open invitation to everyone who wishes to take part?
How will the activity be delivered?	The methodology that will be used and the material that will be given out
Who will coordinate it? Who will be the facilitator?	The organisation/institution, the facilitator's job and his/her training
Who else will participate in the activity?	Specialists, technicians, authorities
Where and when will the activity take place?	The date, time and place of the meeting. In the case of training activities, the programme of meetings and their duration

Promoting the activity means giving out accurate information.

This information memo may also be used as a press-release for publication in an institutional journal, some local publications or to be sent to the communications media. You will probably have to condense the amount of information you give depending on the channels you use.

For example, if you think that a poster or announcement located in communal areas of an organisation is the most appropriate way to spread the news of your activity, we suggest you should write each question briefly using motivational terminology.



Practical Exercise

Write an information leaflet about the activity you are going to carry out and specify the communication channel.

2. Inviting the target

For people to feel more involved in the activity, the invitation should be a personal communication. It should be openly friendly and motivating in style and include the name of the person to whom it is addressed.

The invitation may be made in various ways. You could:

- Contact future participants in person. This type of contact entails more of a commitment for people and means that they are more likely to attend. In this case, the time and cost must be considered, particularly if the group is large;
- Contact the participants by phone. This method also constitutes a significant contact that makes people more likely to commit, but it is less effective than a face-to-face invitation. It takes less time, however, and involves less cost because travel is avoided;
- Invite people by post, email or fax. All these methods are less expensive than the others, particularly in terms of time because you can write a single message and send it to everyone by simply changing the name of the recipient. It is, however, a more impersonal method and there is no certainty that the people will turn up to the activity. You also have to consider whether the people you are going to invite will have access to fax or email.

Inviting the participants means addressing the information to the target group.


Practical Exercise


Decide on the method you will use to invite your target and explain your decision.

UNIT 2

ORGANISING THE EVENT AND ADJUSTING THE DESIGN

Specific objective

 By the end of this unit, you will be able to:

-  ensure the availability of the resources required to deliver the activity.

1. Are the resources available?

You must organise the event so that you avoid having to deal with difficult and unforeseen situations.

This means ensuring that:

- The *participants* will attend the activity.
This means you must maintain a constant dialogue (written or verbal) between you and them. People could forget the event but if you contact them the day before they will feel more involved.
- The *specialists* have been informed of the place, the date and the time of the event and have confirmed their attendance.
If you are thinking of inviting someone in authority to give your activity more credibility, you must decide who to invite and how to contact them. If these people agree to take part, it is a good idea to specify the role they will perform in the activity and ensure they know where and when they must arrive.
- The *material resources* are available, in good condition and in working order.
Is all the material you plan to use prepared? If you are using books, folders, articles, photographs etc, do you have enough copies for everyone?
Is the support equipment (computer, projector, video, overhead projector etc.) working? Do you know how to operate them?
- Is the *space* earmarked for the activity available and does it meet the conditions for your work?

Careful organisation avoids problems.

2. Evaluating and organising the physical space

2.1. Evaluating the space

Put crosses in the corresponding boxes to evaluate whether a space offers good working conditions.

Table 2.1

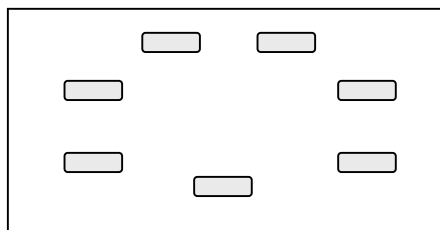
Is the space	YES	NO
Available when you need it?		
Big enough for the group you have invited?		
Equipped with enough tables and chairs?		
Located in an easily accessible position? Is it in a safe part of town?		
Clean and free of risks (electrical, physical, building materials, noise)?		
Well lit, with good ventilation and acoustics?		

2.2. Organising the space

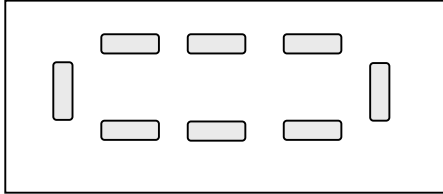
When it comes to organising the physical space for the event, you will have to decide on the arrangement of the chairs and tables.

Three different ways of organising the space are shown below for you to choose from. Each organisation of the space will involve some work.

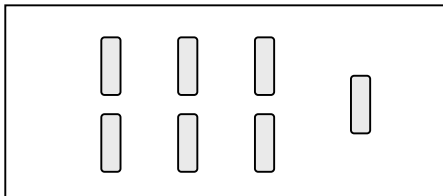
- A *circle*: creates an informal setting and a feeling of equality between the participants and the facilitator. Placing the tables (or chairs) in a circle facilitates group work and participation. If you do not need tables, we suggest using chairs only. This allows freedom of movement and brings the group members closer together because no physical barriers are present.



- A *conference*: sets a relatively formal tone but places everyone at the same level because no distance or differentiation of position puts a barrier between the facilitator or the specialist and the other participants.



- A *class*: creates a formal environment and puts a distance between the participants and the facilitator. This is typical of the conventional way of delivering activities (i.e. the participants play a passive role) but it is not suitable for a participative focus where the participants are called on to play an active role.



Practical Exercise




Think about the following questions and give your answers:

- What form of spatial organisation would you suggest for your activity and why?
- Is it feasible to apply the organisation you have chosen in the space where you will hold the activity?
- How do you think the group participants will react if the furniture is arranged in an unconventional way?

UNIT 3

FACILITATING THE ACTIVITY

Specific objectives

-  By the end of this unit, you will be able to:
-  manage your surroundings by establishing a rapport and good working relations;
 -  facilitate the delivery of awareness-raising and training in a participatory way.

One person uses facilitation to help the other participants improve and complete their individual and group work.

As the facilitator, you will have to work with adults. It is important for you to bear this in mind when calling on your own life experience and building the activity on the basis of this.

Facilitating is the process of making things easier.

1. What is meant by being an adult?

Being adult means being mature and capable enough to make decisions and also to act responsibly towards ourselves and others. Adults are characterised by being independent and autonomous from a social and financial viewpoint.

1.1 Why should we address activities to adults?

Because people need to keep learning during their life and acquire new knowledge, skills and attitudes to adapt themselves to the financial, social, cultural, scientific and technological changes. Awareness-raising and training activities enable adults to learn to change by adopting a conscious and open attitude and seeing each situation and circumstance as a new opportunity for learning.

Becoming aware of the perspective of gender and acting in a different way once this has been assimilated is a process that is deeply linked to changes in environment.

1.2 Communication between the facilitator and the participants

Communication establishes a space for dialogue: establishing contact with other people, interacting, expressing, listening and sharing are some of the possibilities offered to us by communication.

The process of communication plays a well-defined role in training activities. In your case, this role is to expand knowledge, skills and attitudes with regard to the perspective of gender, employment and poverty.

The activity will be a success only if both parties involved, facilitator and participants, are prepared to learn and teach. In other words, both parties must derive mutual enrichment through sincere dialogue and communication, without forgetting that their surrounding situation affects their communicative behaviour. This situation is made up of their family members, their social relationships, their religion, their beliefs and their customs.

The process of communication involves the giver and the receiver. Between them lies the message, which may require a medium to be conveyed.

Both the facilitator and the participants may be givers or receivers. To be good receivers, participants should know how to listen and their listening skills need to be developed. In general, our system of education involves us being taught how to speak, write and express ourselves. Less emphasis is placed on listening or interpreting what others are expressing. We also have a tendency to judge, to evaluate, approve or disapprove of the statements of others and this may affect what the giver tells us. It is important to develop day by day the ability to listen because interpreting what others tell us allows us to express our own thoughts more clearly.

2. The elements of facilitation

The four elements of facilitation are: the task, your image of yourself, the group and the process.

If you have to facilitate a group, it is important that you are accepted by all the members of the group. You should remain essentially neutral and intervene to help improve the way the group defines and resolves problems and takes decisions with the aim of increasing the efficacy of the group.

Four essential elements can be identified within the process of facilitation:

- a. The *task*. In the context of facilitating the assimilation of the contents and learning, facilitators help people by supporting them in the achievement of their objectives. A task may be as simple as developing a skill or as complex as defining a way to develop your aspirations.
- b. Your *image of yourself*. Facilitators must understand what they are like and recognise how to act intentionally to help groups assimilate the content at a deeper level. A key aspect that indicates your understanding of yourself and your groups is the ability to acknowledge and benefit from differences and diversity. Groups need these individual differences in order to be more successful.
- c. The *group*. Each group has its own unique characteristics and the members share its operational dynamics. By understanding the dynamics of groups, facilitators can help people to carry out group-work in a productive, healthy way. Conflict is one of the most common problems faced by groups. Effective facilitators know how to help groups and use this conflict in a positive way to make their task easier.
- d. The *process*. A process is defined as “what the facilitator does to help the group work in an effective manner or perform the task”. Facilitators use a range of tools to achieve what they set out to do. They gather information, plan, decide, implement, solve problems, control and evaluate their work. All these are fundamental processes. The key skill of a facilitator is to listen to what he or she is saying or what is said to him or her.

Remembering the importance of these four elements and then incorporating them in practice is what makes a facilitator able to help groups to work more effectively during the delivery of the activity.

Remember that the delivery of an activity consists of various stages:

- the induction:
 - the facilitator welcomes the group;
 - they discuss each individual's expectations on the activity;
 - they discuss the objectives and the contents to be covered.

- the implementation:
 - the contents are covered;
 - the selective methods are applied, including the practical exercises and learning activities carried out by participants.

- the end:
 - the content is summarised;
 - the evaluation is carried out.

During the stages of the activity delivery, the facilitator must manage the environment to establish a rapport and good working relations.

3. Managing the environment

Facilitating an activity involves a set of procedures that take place within the period that the activity is delivered. During this time, the facilitator and the participants intervene and interact with set, shared objectives.

Co-ordination of these processes involves the facilitator in the task of managing the environment. To do this he or she must:

- be clear about the direction of the processes and the objectives of the activities;
- intervene in difficult situations and help to resolve individual and group difficulties;
- work in co-ordination with other specialists;
- introduce changes in the facilitation on the basis of information generated by the behaviour of the participants.

Managing the environment involves the facilitator acting with the aim of offering people an integrated and harmonious environment.

Rapport and good working relations allow successful management of the environment.

3.1 Communicative confort

Communicative comfort or communicative harmony are terms used to translate a communicative phenomenon known as *rapport*: a French word that indicates harmonious agreement.

The term *rapport* is applied in the field of education and in other fields such as sales and services where a harmonious understanding between people is essential to achieve the objectives. When rapport is present, trust and harmony make possible a relation of mutual compromise and cooperation to achieve transparency and effective communication.

The presence of a rapport is clear from the initial contact. In general, the first time we interact with another person we set into action certain perceptions and mechanisms that locate them within our mental frameworks. These frameworks are useful to us as guides that enable us to understand our interlocutor and to relate to him or her. The frameworks shape the way in which the interlocutors will communicate with one another to a great extent and this process forms the basis upon which the relationship is founded.

It is important to establish a rapport between the participants and the facilitator in order to ensure a friendly, relaxed environment where everyone can work without being afraid to express themselves and can be themselves.

Initial rapport is not, however, any guarantee that a constructive relationship will develop. The relationship must be cultivated throughout the relationship through appropriate communicative mechanisms. We are well aware that human relationships are dynamic processes that change under the influence of many factors. If the relationship does not work from the outset, it is much more difficult to aim for the trust, respect and mutual cooperation required to achieve the objectives at a later stage.

3.2 Good working relations

As in any working environment, in awareness-raising and training activities it is crucial to build up good working relations because these influence to a great extent the willingness of participants to assume responsibilities, carry out exercises and cooperate with others.

The working relation in an activity is a frame of reference that is made up of styles of relationship and communication that shape the bonds of respect, affection, compromise and cooperation.

4. Suggestions for the facilitator

To manage the environment and facilitate the establishment of rapport and good working relations, the facilitator must consider the following suggestions:

- *During the activity, show calm and patience.*

You know about the topic to be delivered; this is the reason you are the facilitator. The participants, on the other hand, are not in control of it. When you introduce certain items of content for the first time, the participants may have doubts that must be respected. The thing that is expected of the role of the facilitator is exactly what will help to overcome these doubts. Answer all the questions, however obvious the answer may be. Try not to become annoyed if you have to give the same answer more than once. Explain yourself using other words. Perhaps the participants are finding difficulties because they are not following your line of reasoning or they do not understand the terms you are using. One strategy you could use is to turn the question back to the other participants. This will ensure they stay alert and continue to think about the subject. Sometimes an explanation by one colleague to another using more familiar language will help with understanding.

- *Offer conditions that enable participants to approach the topic gradually.*

People can generally assimilate a reasonable amount of information. An initial difficulty or doubt that has not been overcome may affect the understanding you will require at a later stage. For this reason, explain complex ideas in detail and follow a rational sequence. Start with specifics and then go on to abstracts. Comprehension is easier if the content is covered in the beginning by using specific examples that are familiar to the participants. Check that the participants understand. During your explanations, ask people questions, observe their expressions, check that they have no doubts. Before continuing, resolve all misgivings.

- *Promote reflection to facilitate the understanding of concept.*

Consider that people are not a passive receptacle for information but have the ability to reason and draw on their own experiences. If you facilitate such actions, the participants can discover new concepts for themselves.

- *Summarise each part of the content.*

In order to help understanding and ensure information is retained, after discussing a topic included in one part of the course or carrying out a demonstration, summarise what has been done. In this way you can also find out if any doubts persist and resolve them.

- *Watch what people are doing carefully and offer them feedback.*

To ensure that an activity is successful, people must have information about what they are doing. For this reason, the assimilation process must be evaluated and you must try to strengthen the requirement for self-assessment.

- *Give guidance if the performance is unsatisfactory and praise satisfactory performance.*

When the performance is not satisfactory, act naturally as if this is something quite normal. Do not show irritation or indignation and never ridicule anyone for this reason. Be aware of satisfactory performance and comment on it with enthusiasm: people feel good when they are praised and it gives them the necessary stimulation to carry on.

- *Maintain a relaxed environment and motivate the participants.*

The course content will be assimilated more easily in a calm, friendly and mutually considerate atmosphere. Anxiety generated by a new, unknown situation and the fear of failure are considerably diminished. Remember that enthusiasm is contagious. Show that you assign importance to what is being studied and that you are convinced that the participants will be successful, despite any difficulties that they may experience at some times.

- *Use simple, friendly language.*

The language must be friendly without using formal or over academic processes or terms. It could be useful to use short, simple sentences. We suggest trying to remember the name of each person and calling everyone by their name: the participants need to feel as if you were speaking to them personally and over-general communication reduces interest. Remember that language is not only verbal but also bodily: implement forms of non-verbal behaviour that are compatible with those of your interlocutors. Evidence suggests that non-verbal communication may be more important than verbal communication in establishing a rapport.

- *Be amusing and show empathy when necessary.*

Humour plays an important part. If you or your group can find something you can smile about, this promotes rapport greatly. One useful technique is to tell a joke at your own expense, which is less risky than making a joke about another person. Empathy is another crucial ingredient for establishing a relationship. Empathy is ability to put yourself in the other person's place and see the situation from their point of view and ensure that the other person feels understood.

- *Accept criticisms and suggestions.*

Show that ideas and suggestions are welcome. Accept criticism seriously: they can help you to understand your performance as a facilitator.

 **Remember:**

- Assess the sensitivity of the participants.
- Recognise the identity of the participants.
- Stay open and flexible.
- Maintain a gender balance when you choose specialists.
- Establish basic rules, ensure that these are understood by everyone and in the same way.
- Acknowledge culture and hierarchy.
- Underscore the positive effects of diversity so that you can appropriate them.
- Make an effort to establish a link with diversity.
- Take the temperature of your group by using a range of questions.
- Allow the participants to acknowledge their own differences.
- Acknowledge that there are no correct or incorrect approaches: only different points of view.



Activity

Self-analysis: What is your style of facilitation?

The following is a list of assumptions often made by facilitators. Look at all the assumptions and allocate a higher score to those that most resemble your own style so that both assumptions in each pair add up to 10. No assumption can be allocated a score of 5:

a.	The facilitator is the only one responsible for taking decisions and preparing the work plan.	a.
b.	Participants must decide what to do and how it will be done.	b.
c.	People understand better if they act themselves and experience the consequences of their actions.	c.
d.	People work better if they observe, copy and listen to experts.	d.
e.	Participants must have the necessary confidence to find answers for themselves and they must be stimulated to ask questions.	e.
f.	The facilitator must always be an expert on the topic and know all the answers.	f.
g.	The status of the facilitator must always be higher than that of the participant because he or she is the expert on the topic.	g.
h.	The views of the participant must always be considered first and foremost because they are the most important people in the activity.	h.
i.	The facilitator must guide and be an exceptional presenter and communicator.	i.
j.	The facilitator must act as a resource by providing the environment that the participants need to achieve their objectives.	j.
k.	It is better for participants to organise their own working pathway to achieve their objectives.	k.
l.	It is better if all the participants do the same thing at the same time so that the facilitator can maintain control of what he or she is doing.	l.

m.	It is impossible to meet the needs of everyone. It is better to gear the activity to participants with a higher level of understanding.	m.
n.	The participants must be left to work at their own pace, which reflects their level.	n.
o.	Participants must develop their own methods and procedures from scratch.	o.
p.	The facilitators must have selected the best working methods before training the participants in the procedures that they have developed.	p.
q.	The participants should be stimulated to experiment and take risks that may lead to failure or success.	q.
r.	The actions need a rigid, well-defined structure that has been validated to ensure a consistent and also successful approach.	r.
s.	People will assimilate content only if they want to.	s.
t.	People must be prepared to assimilate content.	t.
u.	It is the responsibility of the facilitator to take decisions about the competences of the participants and about the prior training they need.	u.
v.	The participants are the best judges of their own abilities and competences and are in the best position to decide on their own working needs.	v.
w.	The assimilation of contents must take place wherever the participant is because people have the ability to assimilate continuously.	w.
x.	The activity may take place only where facilitators are present because people only learn where learning is facilitated.	x.

Score sheet

Mark down the score allocated to each assumption in the appropriate column and at the end add up the scores for each style of facilitation.

Facilitation centred on the facilitator (F)

- a. _____
- d. _____
- f. _____
- g. _____
- i. _____
- l. _____
- m. _____
- p. _____
- r. _____
- t. _____
- u. _____
- x. _____
- Total _____

Facilitation centred on the participant (P)

- b. _____
- c. _____
- e. _____
- h. _____
- j. _____
- k. _____
- n. _____
- o. _____
- q. _____
- s. _____
- v. _____
- w. _____
- Total _____

Take the lowest total away from the highest total and enter your result on the continuous line.

F/P continuum	
Centred on the facilitator	Centred on the participant
<u>120 110 100 90 80 70 60 50 40 30 20 10 0 10 20 30 40 50 60 70 80 90 100 110 120</u>	

Assumptions centred on the facilitator and centred on the participant.




Your answers reflect your ideas about how people assimilate information. These polarised positions may be described as follows:

F	P
The facilitator is the most important person in the training activity.	People only assimilate what they choose to assimilate and it is therefore necessary to control their assimilation environment.
It is the responsibility of the facilitator to decide who should take part in the activity and how the activity should be carried out.	The participants must take responsibility for their work, take decisions about their objectives and their methods for achieving them.
The facilitators are experts who need and convey their knowledge.	Everyone's experience is equally valid, with the facilitator acting as a resource available to the participants.
The facilitator must be an outstanding presenter and communicator.	The main role of the facilitator is to maintain an environment that best meets the needs of the group of participants.
People must be prepared to assimilate information.	People get the most out of learning if they enjoy doing it.
The best activities have a well-defined structure that is followed rigidly to ensure that everyone has the same experience.	People should be allowed to plan their own working routes, take risks and make mistakes to find their own paths.

UNIT 4

APPLYING THE EVALUATION

Specific objectives

-  By the end of this unit you will be able to:
-  apply different evaluation tools during and at the end of the activity;
 -  recognize the application of the evaluation as a participative learning process.

1. Evaluation during the training activity

Evaluation is an ongoing process in which both the participants and the facilitator take part. Everyone evaluates the delivery of the activity from their own vantage point. Participants do this by expressing different forms of verbal and bodily behaviour.

The facilitator applies an informal type of evaluation that involves being attentive to what people are doing, to what they say and to how they act during the delivery of the activity and to more spontaneous forms of behaviour that denote boredom, distraction, disinterest, tiredness or awareness, interest, appreciation, etc.

Being attentive means:

- being aware of the gaze, the bodily posture and all the unconscious gestures of the participants, the noise levels in the room and whether people are chatting together and reading material or working on topics not related to the activity;
- asking questions to ensure that the participants understand what they are saying, reading and/or observing;
- observing how people carry out an exercise;
- analysing the product, the results of an exercise.

It is important to evaluate throughout the activity to ensure that difficulties experienced by the participants are resolved before they crystallise and prevent the process being taken to a satisfactory conclusion. If ongoing evaluation is carried out, the difficulty in assimilating information may be identified and resolved before continuing.

The facilitator must create an environment free of censure to ensure that criticisms about his or her performance are freely expressed and thus redefine his or her actions on the basis of comments and criticisms received.

If the facilitator does not use the feedback supplied by the participants to introduce changes – introduce a new medium, change a practical exercise, repeat some point that is not clear, consider a need – the trust and cooperation that should feed the relationship between the facilitator and the participants could be reduced.

Answering the following questions could be useful to help you find out whether you should introduce a change and how to go about it:

- How are the actions of the facilitator perceived by the participants?
- Do you believe you have any difficulty?
- Do they believe that the facilitator is giving clear and sufficient explanations?
- Do they consider that the available resources really help with the assimilation of the content?
- What message are they receiving from the delivery of the activity?

Participation of the group members in the evaluation facilitates and improves the ability of the facilitator to feed in useful information that possibly could not be achieved in any other way. It also offers other advantages, i.e. people pay more attention during the work and perceive the variables that make the assimilation of content easier or more difficult with greater clarity.

2. Evaluation at the end of the training activity

As with the evaluation during the activity, the participants and the facilitator evaluate their overall shared experience at the end of the activity.

2.1 Evaluation by the participants

As far as the group is concerned, each member has the opportunity to give his or her opinion by filling in a questionnaire.

In order to apply the activity evaluation questionnaire, we suggest explaining to the participants why they are being asked to answer the questions you are asking. If people know the use to which the information will be put, they can give honest answers.

At the same time, we suggest that the participants should be given long enough to complete the questionnaire. Do not give them out at the last moment so they are filled in without any interest. For this reason it is advisable to notify the participants at the beginning of the activity that they will be asked for their opinion on the delivery of the activity.

It is also possible to share opinions verbally by asking simple questions or allowing everyone to express themselves freely about the way they perceive the action and what they think about its delivery. In this case, it is advisable for you to note down the opinions.

2.2 Assessment of learning (during training activities)

At the end of the learning process, it is necessary to check whether the participants have achieved the set objectives.

For this purpose, you can use the selected tools and/or methods (e.g.: simulation, case study, discussion etc.) to verify the learning in a natural way.

The results of the final assessment indicate whether the process was satisfactorily completed. If some points need revision, new learning situations will have to be generated.

2.3 Self-evaluation by the facilitator

We always consciously or unconsciously evaluate our own performance in any working situation ("it went well", "it went OK", "it went badly"). Self-evaluation of the assumed role of facilitator is a necessary process for improving one's performance in future activities.

The following three questions may be of use to you in your self-assessment:

1. What did I do well?

	YES	NO
Expressed my ideas clearly?
Maintained contact with the group?
Listened to questions?
Used the material at the right time?
Anything else?		

2. What could I do differently?

Next time I would.....

3. Who could help me?

With whom could I share the experience?

If you have the opportunity to ask a colleague for their opinion of your role, ask them to answer these questions. Their feedback will undoubtedly be very useful

- a. What do you think went well?
- b. What could you have done differently?
- c. How could I have contributed?