Promoting Youth Employment in Remote Areasin Jordan/
Job-Jo (598428-EPP-1-2018-JO-EPPKA2-CBHE-JP)

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ERASMUS+ PROGRAMME

Promoting Youth Employment in Remote Areas in Jordan/ Job-Jo

Project Number: 598428-EPP-1-2018-JO-EPPKA2-CBHE-JP

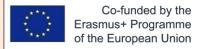**Visit to BSNBs in Jordan
Checklist**
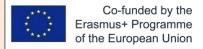
Jordan

Prepared by UJ Team
July 2022

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I.	Technical structure of the BSNB in JU/AQABA	
I.1	How many technicians work/ collaboratein this BSNB?	BSNB of, **Two Academic and one technician** inside the university
I.2	Functions of each person. Specify below.	
	Academic: Communication Skills, time management skills, leadership skills, management resources.	
	Technician: LAB Supervisor, and computer maintenance.	
I.3	Qualification level of each person. Specify below.	
	Academic : PHD AND MSC	
	Technician: BSC	

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II. Training done in this BSNB	
II. 1	**Training needs diagnostic.**
II.1. a	**Briefly summarize how the training needs diagnostic is/ was done.**
	All of these training courses and workshops were implemented based on the initiative of the JOBJO team, and also at the request of students, graduates and undergraduates students and the local community in different fields which it required and needed by the unemployed or after graduation. Where the first step done through; Establishment regional Business Service Network Bureau (BSNB),Then the focus was placed on:
	Labour market needs, cooperation's between university and local community, Creating employment opportunities, cooperation with
	non-academic partners, Adapting job creation instruments focusing on remote areas, Qualifying and developing students' skills , Global citizenship education and civil behaviour- critical Thinking in Solving Problems and New Ideas, Manage talents with successful plans for your future managements, Social responsibility of JU/AQABA toward society, Innovation and creation, Resonant leadership , Talent management , Business ethics, Communication Skills, Resume Writing Skills and Self-Marketing Skills, Job Interview Skills & Job Searching Skills, Vocational Education and the Labor Market Requirements, Creativity, Innovation, Entrepreneurship and Project Management, Virtual Reality in Education, E-commerce & freelancing, IT Skills, Make professionals and technicians in AI especially robotics.
II.1. b	**Are there any variations implemented, to better suit any course? Specify.**
	The only difference was due to the Corona pandemic, where some courses and workshops were implemented remotely using applications like ZOOM. Most of the courses and workshops were implemented face to face. Moreover, some of training workshops were implemented remotely because of that The expert trainer outside Jordan, for example, the expert is in Germany
II.2	**Training planning.**
II.2. a	**Training syllabus**. How is the training content decided? Who is responsible for the final content and what is taken in consideration (expert opinions, questionnaires data, etc)? Specify.
	First, the training content of syllabus material were prepared by expert trainer after approval from the academic staff .

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Second, the local community support courses are concerned with supporting unemployed youth and creating opportunities by developing their skills and abilities, and in cooperation with local community institutions, whether public or private.

Third, electronic questioner were prepared for training material and trainer.

II.2. b	**Trainers' selection**.

How is the trainer's selection done? Who is responsible for the final selection and what is taken in consideration (candidate expertise, curricula, references, etc)? Specify.

-trainer are selected according to the following:
Specialization, experience, university and scientific certificates and training courses. Where this is done by submitting a CV, including the previous one, and then it is approved by academic staff, including the announcement and holding of the course.

II.2. c	**Training advertising**.

How and where are the training courses advertised. Are the content, duration, selection procedure, target population and specific competencies to be acquired clear transmitted in the publicity of the courses?

Yes, the announcement was made by academic staff for each course or training workshop, including the course syllabus, date, course location, and mechanism for holding the course, name of the trainer, cooperating entity, and target group. This was done through official letters and/ or, university announcements and social networking sites (Facebook,.etc.).

II.2. d	**Trainee selection**.

Are there application forms? The application forms are paper and pencil, online or both? The selection criteria are clear and public? Can trainees access the final list where all candidates (admittedto the course and not admitted) are listed? Is the process dependent on the course or it is the same to all courses? Specify.

-The registration form is done by creating an electronic application (Google Form, Microsoft Form, etc.) and placed in the advertisement at the beginning, then the selection done based on the required number of applicantsfor the course, the conditions of the applicant, the target group and the topic of the course, the specialization of course training, and then attendance is confirmed through use of the attendance sheets which is recorded and signed by trainees.

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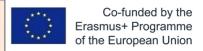of the European Union

	-Yes, an electronic application form is made then the registration form (attendance sheet) is made on the paper during course, except for the training workshops that are held remotely.
	-Previous procedure done for all courses and workshops training
II.2. e	**Training regulation**. Is the training regulation clear and public? Can trainees access the training regulation in an easy and anonymous way? Specify.
	-JOBJO- JU/AQABA BSNB depends on the Consulting, studies, training center regulation.

II.3	**Training implementation.**

II.3. a	For the 4 courses with more trainees, identify the presence of each aspect.

	Course name:	Course Summaries	Attendance Sheets	Pedagogical material
II.3. a.1	How many trainees? __30___ How many repetitions? _0____ Duration of this course:__6___hours	**YES** NO	**YES** NO	**YES** NO
II.3. a.2	Course name: **Graduation Package (Communication Skills)** How many trainees? __30___ How many repetitions? __0___ Duration of this course:__6___hours	Course Summaries **YES** NO	Attendance Sheets **YES** NO	Pedagogical material **YES** NO
II.3. a.3	Course name: **Graduation Package (Time management Skills)** How many trainees? ___30__ How many repetitions? _0____ Duration of this course:__6___hours	Course Summaries **YES** NO	Attendance Sheets **YES** NO	Pedagogical material **YES** NO
II.3. a.4	Course name: **Graduation Package (C.V. Writing and interview Skills)** How many trainees? ___100__ How many repetitions? _0____ Duration of this course:___3__hours Course name: **Influential Speaker**	Course Summaries **YES** NO	Attendance Sheets **YES** NO	Pedagogical material **YES** NO

II.3. b	What kind of pedagogical follow-up have the training courses?
	• **Brain storming** • **Focus group** • **Play roles and individual** • **Groups and individual presentations** **Participants activity**

II.4	**Training evaluation.**

II.4. a	For the same 4 courses with more trainees, identify which training evaluation level(s) was(were) measured.

		Level 1, Reaction	Level 2, Learning	Level 3, Transfer
II.4. a.1	Course name: **Graduation Package (Communication Skills)** Course Paragraph/Axis:	**YES** NO	**YES** NO	**YES** NO
II.4. a.2	Course name: **Graduation Package (Time management Skills)** Course Paragraph/Axis:	**YES** NO	**YES** NO	**YES** NO
II.4. a.3	Course name: **Graduation Package (C.V. Writing and interview Skills)** Course Paragraph/Axis:	**YES** NO	**YES** NO	**YES** NO
II.4. a.4	Course name: **Influential Speaker** Course Paragraph/Axis:	**YES** NO	**YES** NO	**YES** NO

II.4. b.	**Evaluation data analysis**. Who collects the evaluation data and what is done with it?
	Electronic questioner form created twice time each course and workshop training during training period that including min 20 questions about materials, trainer, place of training, training time, ... Etc. **And the questioner evaluated at the middle of training and at the end of training course.**
	Questioner or evaluation form almost built by using Google form, MS form, JU/AQABA university form, then these questioner presented for committee to analyse it, to fix the issues, develop the course for future and / or change the trainer.

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II.5	**Course Paragraph/Axis** Considering each Job-Jo Training Section, how many courses took place here?				
	General Skills for Job Hunting	Critical Thinking	Professional, Technical and Engineering Skills	Professional Medical Skills	Professional Skills for Educational Disciplines
				Total	

Annexe 1	**Courses list**. List with all the training courses already done, with the following information for each one of them: Course name; Target population (students, young unemployed, all); Duration in hours; Trainees' characteristics: - gender (how many men/ woman) - occupation status (how many Students/ Young unemployed); Total participants in the course.