Capacity Building Plan

WP 3

Institute: University of Cyprus

Date: 21/05/2019

# Review table

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# Background

## 1.1 Aims and objectives of the project (JOB-JO)

The aim of the project is to recruit Jordanian in remote areas with high rates of poverty and unemployment, through teaching, training, and requalifying the unemployed graduate students and empowering these areas at the economic and social levels with special focus on women.

Against this background the project “JOB-JO - Promoting youth employment in remote areas in Jordan”plans to carry out activities in the following areas:

1. Establishment regional Business Service Network Bureau(BSNB) to promote employment in the provinces of Karak, Tafila, Maan, Aqaba and Irbid.
2. Development of Training courses in the BSNB based on the experience exchange with the EU.
3. Producing training material.
4. Adapting job creation instruments to the needs of young people in remote areas.
5. Supporting initiatives designed to enhance the employability of young people in the region.
6. Creating employment opportunities by supporting entrepreneurship.
7. Lesson Learned from the European partners to include their cooperation with non‐academic partners.
8. Establishing Network Service between the Universities, Industries, and Public and Private Sectors.
9. Promote the relationship between the Jordanian Institutions with EUs.
10. Students and staff from JO partners will receive training in EU.

To achieve the above mentioned objectives of the project the following will be done:

* Business Service Network Bureau inside academic institutions will be established. Rooms will be assigned and prepared in the Universities to receive the necessary equipment provided within the frame work of this project. The required training courses will be held in the Bureau. A benefit will be taken from the gain experience of EU partner’s.
* The training will be conducted in Europe for the trainers assigned in these Bureaus focusing on the methods of teaching and development of methodological foundation. Also EU trainers will conduct training in Jordan to guarantee that the Jordanian trainers have convoluted methodological framework.
* A web site will be established to shed light on the project and to broadcasting the information about the Bureau in addition to exchange of information between the partners.
* The Target Groups of this project are the students, graduate students from the institutions and the unemployed people of the local community. The trainees will receive Employability Skills and training to give them the opportunity to enhance their employability. They will understand the expectations of employers in both the recruitment process and as a new employee.

The trainings will be structured on following areas:

* Courses on Personal Skills Development. It helps them to set goals in their life to maximize their potential. They will be guided to identify the skills they need to enhance their employability prospects, raise their confidence, and lead to fulfilling higher quality life. Extensive focus will be on the communication skills.
* Training on job preparation to equip unemployment people with advanced job hunting skills and career development. These experiences will provide the people with an insight into the tasks and duties of different industries.
* Training course on interview skills and the opportunity to participate in Industry to enhance thier awareness, experiences and to enhance of persuading character.
* Global citizenship education and civil behaviour- Critical Thinking in Solving Problems and New Ideas. This will improve thier attitude in life and overall thinking.

The project coordinator of the JOB-JO project is Prof. Omer Maaitah from Mutah University.

## Short and long term impact indicators

The project’s short term impacts, target groups and indicators are shown below in Table 1.

Table 1: Project’s short term impacts and target groups

|  |  |  |  |
| --- | --- | --- | --- |
| **Short term impact** | **Target groups / potential beneficiaries** | **Quantitative indicators** | **Qualitative indicators** |
| JOB-JO Training Materials | Instructors at beneficiary countries | 5 instructors are trained from each partner university | Trained instructors. The teaching materials and trained other staff at least ( 30 staff) will be trained by trained teachers |
| JOB-JO multipliers workshops | Instructors from local universities | 5 instructors from local universities in Jordan are trained | Trained instructors teach the teaching materials at their universities |
| Instructors visit to European partner universities | instructors of beneficiary partners | 18 Number of multipliers trainer-trainers workshops at local level | Ratio of implementing universities to participating universities in train-trainers sessions |
| Improvement of Network | Partners participated in the project | Number of partners within the Network | Improving the quality of cooperation of partners within Network |
| Unemployed youth get job opportunity and enhance their skills | Trainees in the BSNB | Number of trainees in each BSNB | Employment of trainees |

The project’s long term impacts, target groups and indicators are shown below in Table 2.

Table 2: Project’s long term impacts and target groups

|  |  |  |  |
| --- | --- | --- | --- |
| **Long term impact** | **Target groups / potential beneficiaries** | **Quantitative indicators** | **Qualitative indicators** |
| Training Materials | Instructors at beneficiary countries | Number of instructors trained from each partner | Approved by EU partners (Accreditation) |
| Multipliers workshops | Instructors from beneficiary universities | Number of instructors from universities | Continuity of conducting  workshops |
| Improvement of Network | Partners not involved in the project | Number of attract new partners | Recognition of network by local authorities. |
| Unemployed youth get job opportunity and enhance their skills | Potential listeners who have not participated in trainings during the  project | Number of new trainees | Employment of new trainees |
| Fostering economic  growth | Created new entities of small business and  private entrepreneurs | Number of created  entities | Increasing the share of small business |
| Communication Skills | Students and fresh graduates | Number of students and graduates who attends the training workshops on the communication skills | Improvement the rate of employability of the graduates |

# Capacity Building Plan

## Definition

Capacity Building is a complex notion as it involves individual and organizational learning, is inevitably long term and should be demand driven. If successful it contributes to sustainable social and economic development. Capacity Building within the context of the project is defined as strengthening and enhancing the role of higher education institutions and universities in fighting poverty and undertaking and disseminating high quality trainingto unemployed persons and helping the local community in remote areas of Jordan.

There are three levels of Capacity Building:

* Individual: involving the educational development of students, graduate students from the institutions and **unemployed people of the local community, focusing more on women** and academic staff to design and offer trainings.
* Organizational: developing the capacity of research departments in universities, thinks tanks and so on, to fund, manage and sustain themselves.
* Institutional: changing, over time, the 'rules of the game' and addressing the incentive structures, the political and the regulatory context and the resource base to enable organizations at all levels to enhance their capacities.

## 2.2 Characteristics of a Capacity Building Plan

A good Capacity Building Plan (CBP) plan should have the following characteristics and be built upon the following principles:

* Capacity building is a process: A good CBP is the result of continuous planning, action, learning and adaptation of experiences. Even though planning is essential so that a common vision is created, the plan must be treated as a living document that is regularly reviewed, analyzed and adapted.
* CBP strengthens existing processes: The CBP builds upon existing strengths and assets.
* It is locally owned: A CBP is not something that can be imposed by an external authority. It must be owned, developed or co developed by local stakeholders that will ultimately be in charge of its implementation and sustainability. External expertise is for strengthening local skills only. The external experts are there to increase the skill set and support the local organization who bears ultimate responsibility and is the beneficiary of this effort.
* A paradigm shift in way of working: The normal way of carrying out research should change and CB (assessment and development) should become an integral part of all research and communication activities.
* Skills and resources development: Capacity needs for skills and resources need to be regularly assessed and this activity forms an early and essential activity for any capacity building intervention.

## 2.3 Scope

The scope of the CBP is to define the objectives, roles and responsibilities, processes, metrics and quality required to implement effectively the project “JOB-JO - Promoting youth employment in remote areas in Jordan”, from project planning to delivery.

In addition, the CBP provides a clearly defined reiteration to build the capacities of the university students, unemployed and teaching staff of JO partners and associated universities through training workshops.

More specifically, the CBP will enhance and develop a staff capacity development programme in the areas of Personal and Communication Skills Development; Job Preparation; Interview Skills; and Global Citizenship Education and Civil Behaviour. The capacity-building programme will be designed by the University of Cyprus in close cooperation with Mutah University andLeipzig University of Applied Sciences based on the arising needs, and also in coordination with the other partners too.

The focus of the capacity building activities will be to develop human resources and upgrading skills and capacities towards **Employability** by providing exposure to theoretical and practical training. The activities related to capacity building will include training sessions, workshops, technical assistance and counselling services which will be organized for professors, academics, students, graduate students from the institutions and unemployed individuals of the local community.

## Objectives of the Capacity Building Plan

The objectives of the CBP include:

* Capacity building plan development for building human resource capacity, including professors, academics, students, graduate students from the institutions and **unemployed people of the local community**, with upgraded skills towards the employability of unemployed persons in remote areas of Jordan.
* Training sessions for teaching staff from non-EU partners at EU partner universities.
* Training sessions for students from non-EU partners at EU partner universities.
* Academic workshops for transferring know-how and skills for teaching staff trained at EU universities and students through targeted workshops.
* Training sessions at the BSNB for unemployed in non-EU partners.

## Roles and Responsibilities in the JOB-JO Capacity Building Plan

Table 3 below shows the roles and responsibilities of organizations involved in the project’s CBP.

Table 3: Main Roles and Responsibilities during Capacity Building

|  |  |
| --- | --- |
| **Role** | **Responsibility** |
| Coordinator of work package 3 (UCY) | * Development of a Capacity Building Programme * Definition of selection criteria for staff and students who should be taught at European partner universities * Preparation of a time table for the training workshops |
| Project coordinator (MU) | * Review and approve the Capacity Building Plan * Coordinate and manage the project activities and insure the implementation of the activities |
| Co-Coordinator of work package 3 (HTWK) | * Review the Capacity Building Plan and assist in its development * Participate in surveying and benchmarking activities * Implement action items from quality reviews |
| Other partners | * Review and contribute feedback to the CBP |

## Duration

The CBP will run from 1st April 2019 to 1st June 2021.

## 2.7 Maintaining the Capacity Building Plan

It is the responsibility of the CBP Manager to identify and implement required revisions to the project’s CBP in order to keep it current and relevant. The CBP Manager, who, irrespective of other duties and responsibilities, has defined responsibility and authority for ensuring that the management system related to build the capacities of the university teaching staff in partner and associated universities through training workshops and exchange activities are followed and sustained. The CBP Manager has direct access to the Project Coordinator and where decisions are taken.

## Partners

To achieve the project’s objectives, the main focus of the activities will be on developing human resources and upgrading skills and capacities by providing exposure to practical training, experiments and equipmentat the BSNB. This will include actual training on experiment and laboratory running, technical assistance and counseling services which will be organized for professors, researchers, students, and the unemployed. The partners who will be trained are shown as shaded in the table below.

Table 4: Participating organizations

|  |  |  |
| --- | --- | --- |
| **Institution** | **Country** | **Acronym** |
| Mutah University | Jordan | MU |
| Jordan University of Science and Technology | Jordan | JUST |
| GratorAlkarakManicipality | Jordan | GKM |
| University of Jordan | Jordan | UJ |
| Tafila Technical University | Jordan | TTU |
| The Ministry of Public Works and Housing | Jordan | MPWH |
| Al Hussein Bin Talal University | Jordan | AHU |
| Leipzig University of Applied Sciences | Germany | HTWK |
| University of Cyprus | Cyprus | UCY |
| Instituto Superior de Leiria, SociedadeUnipessoal, Lda. | Portugal | ISLA |
| Int@E UG | Germany | Int@E |

# Methodology

## 3.1 General Overview

There are many different approaches aiming for developing capacity. For an effective sequencing of the process often cycles of planned change are used.The methodology followed to develop and sustain capacity building requires that the CB issues are addressed in a multi-partner consortium with professionals in the field involved from the outset. In particular, a four-step approach will be considered in JOB-JO, which is based on the Kolb learning cycle. The key steps are as follows:

1. **Capacity assessment**: this step is primarily concerned with identifying the main strengths and weaknesses of the research and institutional framework at the individual, organizational and institutional levels.
2. **Strategize and plan**: this step involves planning the detailed activities required to deliver the programme outcomes; costs and timescales and monitoring and evaluation arrangements which will include organizational mapping and establishing a capacity baseline. Steps one and two would normally be undertaken and reported on during the inception stage of the project.
3. **Implementation**: this section sets out the key roles of the partners in supporting CB processes and highlights some examples of actions at each of the three levels-individual organizational and institutional-which can contribute to effective CB.
4. **Monitoring and evaluation**: this section sets out the key principles to be followed in monitoring and evaluation, as well as some examples of indicators which may be used to judge the effectiveness of CB.

The following Figure shows a summary of the approach.

Figure 1. Capacity building approach.



## 3.2 Scheme of action

Local ownership of the CB approach is important. European partners should therefore have an advisory and supportive role throughout. Distance consultations as well as face to face consultations will be offered within the project. Regarding the CB approach, the analytical process is detailed in this section:

### 3.2.1 Step 1: Capacity Assessment

This first stage must start with an appraisal of the current situation and institutional framework; it is an essential part of the inception phase. Such an Inception Analysis should focus as much on identifying assets, or areas of relative strength, as weaknesses. In general, it is easier to build on the former than to transform the latter. This analysis should include an assessment of the position at the three levels: individual, organizational and institutional, and should, as far as possible, be conducted as a collaborative exercise with key partners.

Capacity building begins with a shared and explicit awareness of individual, organizational and institutional strengths and weaknesses in all partner teams and organizations. More specifically, the following elements should be assessed:

Individuals

* Training needs—skills and knowledge gaps
* Quality of training output

Institutional

* Systems and resources
* Core capabilities defined
* Stakeholder analysis
* Incentive structure and “rules of the game”

### 3.2.1.1 Execution

**Individuals**: To undertake this task the Partners committed will require a multinational and multicultural team (or teams) with a wide range of academic, Industrial and managerial skills. The diagnosis of capacity needs will involve gathering data and dealing with questions on several fronts. The following questions need to be answered:

* What are the knowledge and skills needed to conduct the training to which we are committed (And to what extent do we have these skills)?
* How many individuals/teams need to have these skills (And how many currently have them)?
* At what level are these skills needed - ‘Apprentice’; ‘Craftsman’; Master’? It is possible that only one person in a team needs to be a ‘Master’-someone who can lead the training, mentor others etc.
* Are the gaps identified best dealt with by training or by some other intervention such as internal mentoring or seconding someone from another part of the consortium or by buying in a technical specialist?

Investigations towards answering the above questions commenced during the inception stage of the project. Moreover, they have continued during **WP1 (Networking)** of the project with several questionnaires being designed and distributed by the Jordanian partners in order to determine i) training needs; ii) to discover more information about poverty and unemployment in remote areas; and iii) to identify women key skills for employment. The target groups for these questionnaires were respectively students and unemployed persons; local communities; and unemployed women.

**Organizational**: There are a number of possible approaches to assessing the strengths and weaknesses of the organizations involved and advisers and consultants will have their own preferred methods. A suggested methodology which captures all the main dimensions involved is as follows:

* Collaborative SWOT analysis using the open systems or European Foundation for Quality Management (EFQM) models (which provide a checklist of points such as systems, culture and resources to consider). Self-appraisal using the same model should give a comprehensive map of strengths and weaknesses.
* Self-appraisal using the individual steps of the training process as the main criteria.
* The 7 ‘S’ Model. This looks at the organization’s structure, systems, skills, style, strategy, staffing and shared values. A simple variant of this is the COPS Model-Culture, Organization, Systems and People.

A market needs analysis will be designed that integrates the Jordanian methodologies with European teaching and training methods. This forms part of the work that will need to be conducted in**WP2 (Development: Establishing Business Network Bureau)**. The objective will be to provide a scoping and needs analysis exercise to investigate the status in the field of unemployment and poverty issues, actual market demands, trends and needs as well as government policies and regulations. The results have to be shared with all partners and should be integrated to the present capacity building plan.

To assist the Jordanian partners, the European partners are going to provide trainings. The results of the market needs analysis must be considered in the planning and organization of these trainings since they will contribute significantly. Trainings will be organized both in EU and in Partner Country (see section 4). The trainings that will be organized in the EU is training of trainers of (BSNB) and it will focus on adult teaching methodologies, development of methodological framework for trainings, introduction to proposed courses.

**Institutional**: This level of analysis is less susceptible to standard methodologies but it is suggested that the following approach should capture the main issues:

* Stakeholder analysis at country or sector level should aim to clarify the key actors involved (government, universities, research institutes, civil society, private sector, international community) in training processes and their degree of influence and impact on the consortium’s objectives. It will also clarify how these actors make decisions.
* Institutional analysis will examine the “rules of the game”, especially those informal rules which govern how resources are allocated, decisions made, incentives tailored, in the sectors involved. This analysis will also aim to unpack the role of policy makers in the training process and the use of research evidence by policy makers. It should also provide information about the key networks, learning alliances and knowledge hubs in the sectors concerned.

With respect to stakeholder analysis, initiatives have already been taken by the Jordanian partners towards this direction. Specifically, in **WP1 (Networking)**, lists of stakeholder members have been produced by each Jordanian partnerwith the aim to establish a huge network of companies and public sector stakeholders.

### 3.2.2 Step 2: Strategize and Plan

Planning a CB should initially be structured around the desired outcomes of the programme. This requires taking each programme outcome and constructing a list of key activities to deliver the outcome.

The aims of the project were formulated before its start. Moreover, the desired outcomes and key activities that will be implemented in order to achieve them were outlined during the kickoff meeting in Karak, Jordan from February, 24th to 26th, 2019. This entailed an extensive presentation on the whole project including, its objectives, expected results and impacts, activities, and scheduling deliverables and lead partner of each package. The activities of JOB-JO Project were organized and modified accordingly and co-leaders were assigned to all WPs’, as follows:

Table 5: Startegy and planning information for the WPs

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Number** | **Title** | **Coordination** | | | **Estimated Start\ End Date** |
| **Coordinator** | **Co-Coordinator** | **Other partners involved** |
| **WP1** | Networking, Startup activities | JUST | MU, GKM, MPWH, AHU, TTU, UJ | All | 15/11/2018  To  15/6/2019 |
| **WP2** | Development: Establishing Business Network Bureau. | KHWT | INT@E, MU & AHU | All | 1/1/2019  To  15/11/2020 |
| **WP3** | Development: Organization the Activity of the Bureau  Capacity Building | UCY | ISLA, TTU, AHU & MU | All, | 1/4/2019  To  1/6/2021 |
| **WP4** | Quality: Quality assurance | ISLA | Co-leader UCY | UCY, KHWT, MU, UJ, AHU | 15/11/2018  To  14/11/2021 |
| **WP5** | Dissemination and Sustainability | UJ co-leader IN@EU | UCY &MU | All | 15/11/2018  To  14/11/2021 |
| **WP6** | Management | MU co-leader AHU co-leader AHU | JUST | All | 15/11/2019  To  14/11/2021 |

### 3.2.3 Step 3: Implementation

Capacity building is often thought of in terms of “machine building” – the bolting on of different parts to form a whole. Some elements of capacity (formal training, equipment, even managerial mentoring) can be supplied in this way, other less tangible elements such as ownership, identity, legitimacy and values cannot. Because CB has to take account of politics and power relations, the process is as much about negotiation and accommodation as it is about the supply of resources and tangible assets. Thus in seeking to support CB processes, it is vital that external actors are able to identify the factors that can stimulate or inhibit CB; and which will differ from one context to another and which will evolve over time. The implementation stage must balance the requirement to build ownership, motivation, professional pride and respect for high research standards with the specific inputs and outputs identified in the planning stage.

Successful implementation requires considerable skills, particularly in the field of Organizational Development (OD). It is not possible to do justice to the full range of activities required but particular attention needs to be given to the following:

* Skills and resources: it is vital to establish early credibility by taking action to help remedy the skills and resources priority gaps identified in step one. This might range from support to individuals to help on curriculum development for University based partners.
* Develop the interface between policy and research: three key points emerge from research: first, investment in rigor and quality is a necessary if not sufficient condition for helping ensure that education can contribute to evidence informed policy making. Secondly, “impact” may often result, over the longer term, through the growing professional stature and mobility of gifted and committed individuals. Thirdly, a range of mechanisms, not necessarily integrated directly into a particular educational program, can prove cost effective in linking research to public policy.
* Consolidating change: this involves ensuring that the motivation for change is maintained and, later, advice on mainstreaming the new way of working as part of normal procedure. It should also involve supporting networks and partnerships by creating incentives for inter-organizational collaboration. Networks should include not only universities and research institutes, but all relevant actors, such as consumers/users, including policy makers, and the private sector.
* Using outside expertise: many definitions of OD emphasize the need to involve outside specialists who can facilitate and steer the change processes objectively and sympathetically. Being independent they are not seen as agents of any particular agenda. A serious, programmatic approach to organizational and institutional CB requires engaging an Organizational Development specialist as a fully-fledged partner.
* Developing an enabling environment: it is crucial to foster an environment which supports the production of high quality research and, typically this will involve addressing the incentive structure which supports the production of high quality training.

In addition to the above, the management of implementation should be completed through national systems and processes, as this would contribute to the strengthening of essential capacities, such as project management and procurement. In turn, this requires that politics and power situations also be considered in the CB. Other factors that stimulate or inhibit the process of CB must likewise be identified. Examples of such factors are: paying attention to context; investing time; sequencing planned change, evaluation; working with stakeholders; and absorptive capacity and managing new knowledge.

### 3.2.4 Step 4: Monitoring and Evaluation (M&E)

The approach to M&E for CB must be flexible enough to adapt to all the changes inherent in CB, and must ensure that learning is captured. Thus consideration must be given to both organizational learning and external accountability requirements. M&E systems should be able take account of process as well as outcomes. At the same time, M&E systems need to be kept simple in order to avoid burdening organizations with complex and time consuming demands that may lose support. M&E must start with the log frame.

There are four key principles of this stage to appreciate from an M&E perspective:

1. Log frame outcomes and indicators must include “process” as well as “product” indicators to reflect desired changes in attitudes and behavior as well as more tangible results.
2. There should be a clear link to the baseline mapping studies (i.e. what level of capacity existed when we started) carried out at the assessment stage. It must be possible to track changes in key indicators over time, even if direct causal links cannot always be made.
3. The log frame outcomes and key indicators should be reviewed as part of the inception phase and adjusted as necessary in the course of interventions. The iterative nature of CB must be reflected both in implementation and in a greater degree of flexibility in M&E approaches.
4. Methods of M&E should be evolved which respect the partnership and ownership ethos of the CB approach. This means helping to develop a local M&E capacity and using methods which, as far as possible, involve internal actors as active participants in the M&E process. At the same time, participation is costly in terms of time, resources, skills and leadership; this dilemma leads to trade-offs between respecting the process and getting things done.

In addition, possible ways of assessing capacity impact include:

* End user surveys: these could be carried out at key points in the programme to collect opinions on outcomes and CB impact from key stakeholders. Electronic means of collection should facilitate this process.
* Case studies: case studies and other qualitative processes such as interviews and story gathering are an important complement to quantitative monitoring, and can be a useful tool in demonstrating the effective use of research funds. They also provide learning for donors as well as evidence about the effectiveness of certain processes and activities.
* Self-assessment: encouraging the recipients of research funding to conduct their own rigorous assessment of impact is an important step in CB. This could, for example involve a repeat of the baseline and mapping studies carried in step one. As long as the criteria were established and updated in the inception phase, this should provide a view of impact over the life of the programme.

In the JOB-JO project, evaluation forms part of **WP4 (Quality: Quality assurance)**. It is led by Instituto Superior de Leiria with the University of Cyprus having the co-leader role. Nonetheless, all partners will support evaluation activities. Certain assessments will also be published in government journals and media to highlight the reasons for poor young individuals in remote areas and discussing solutions to this problem. For the evaluation a Quality Committee (QC) was formed of which the members are listed below:

Table 5: Partners in the Quality Committee

| **Partner** | **Representative** |
| --- | --- |
| Instituto Superior Leiria (ISLA): **Leader** | Prof. Lurdes Castanheira |
| University of Cyprus: **Co-Leader** | Dr. Alexandros Yeratziotis |
| Mutah University (MU) | Prof. Omer Maaitah |
| Leipzig University of Applied Sciences (HTWK) | Prof. Yaarob Al Ghanem |
| University of Jordan (UJ) | Prof. Ahmed S.A. Al- Salaymeh |
| Hussein Bin Talal University (AHU) | Prof. Suleiman Al khattab |
| Tafila Technical University (TTU) | Prof Mohammad AL-mahasneh |

The purpose of the QC is the verification and timely detection of problems that might appear within the framework of the activities of Job-Jo. Moreover, this committee will monitor and evaluate the progress of JOB-JO and ensure that all activities are properly enacted in accordance with the European Standards and Guidelines for Quality Assurance in Higher Education.

ISLA, who is the Quality Manager (QM), will report to MU who is the PM (i.e. contractor) and is controlled and directed by the QC. Overall, the QM is responsible for the establishment and control of the project quality procedures, as they are described in this document, hence in charge for implementing and monitoring in-house quality procedures based on the QP. More specifically, a set of indicators are offered and will be approved by the QC. Once approved, these indicators are the basis for control and any significant deviation to the QP should be reported to the PM.

The QM will monitor the project at different points, using different types of evaluation methods. This includes exploratory methods to support the quality monitoring process and experimental and quasi-experimental design to evaluate the outcomes. Furthermore, a summative final evaluation will be conducted that includes impact and benchmarking studies.

Lastly, an external independent evaluator will be hired for evaluating the project and to elaborate a mid-term report based on project documents, analysis of outputs and achieved results, stakeholder interviews and context analysis.

# Training

There will be various training activities throughout the project duration with the aim to achieve capacity building:

1. Training of trainers/staff of MENA partners at the European partner organizations’ (Task 3.1).
2. Training at MENA Universities at the BSNB (Task 3.1).
3. Training of students of MENA partners at the European partner organizations’ (Task 3.3).
4. Training of the unemployed in Jordan at the BSNB.
5. Remote training sessions for trainers/staff and students

The European partners will be actively involved in the first 3 training activities as mentioned above. At the first stage, UCY in Cyprus and HTWK and INT@EUG in Germany will offer their trainings. HTWK and INT@EUG will share each training session in Germany. At a second stage, an evaluation will take place of the courses already offered and if there are any unfulfilled training needs, based on the topics then ISLA will offer a training session in Portugal too.

The training of trainers/staff in European partner countries will be for a duration of 3 days, the training of BSNB trainers in Jordan will be for a duration of 3 days and the training of students in European partner countries will be for a duration of 10 days.

MENA partners who received training in Europe will share the knowledge acquired with the rest of the stakeholders, specifically students, graduate students from the Jordanian institutions and the unemployed people of the local community, focusing more on women in their home institutions. This will be achieved via a series of workshops at MENA universities with active participation of the European partners.

Lastly, in addition to the above presential training activities, it was agreed that EU partners will also offer several remote training sessions between themselves to further enhance capacity training. This will also contribute to more axes of topics of local needs being covered, as is mentioned below in more detail. Moreover, this approach also offers value with respect to Global Citizenship Education and Civil Behaviour, an area in which enhancement and development of staff capacity development is also pursued within this project.

## 4.1 Training Topics

Training topics that re to be offered to staff and students were determined based on the needs analysis activity of WP1 and the EU partners capabilities for capacity building.

For the development of the long-term capacity building program, it was essential for the consortium needs to be analyzed and taken into account. A survey for the local needs was completed in work package 1 (WP1) where a number of axes of topics were determined, categorised according to several key thematic areas. These can be viewed on the project’s website: https://xwww.mutah.edu.jo/job-jo/assets/docs/Questionnaire1\_13\_Jan\_2019.pdf

As highlighted, for the development of the capacity building program, the capabilities and facilities of the EU partner Universities need also be taken into account. It should be noted that we highlighting only the strongest overall skills of each EU partner (and specifically the team involved in this project). That is not to say that the institution does not possess other skills, offered by other teams and departments of the organisation. The key areas of skills (which define the related topics to be offered) of the participating EU partners are summarized as follows:

* UCY – Digital and technical skill competences; Job preparation skill competences
* HTWK – Startups and business skill competences; Job preparation skill competences
* INT@EUG – Communication skill competences; Job preparation skill competences
* ISLA – Management skill competences;

Based on the above key skills of each EU partner and the results of the survey needs analysis conducted, Tables 6-8 provide a clearer perspective on the training topics to be offered. Annex C presents a more detailed mapping of the selected topics according to the survey needs analysis.

Table 6. Training of MENA trainers/staff at European Partners

| **Capacity Building Plan Actions: Training of MENA trainers/staff by European Partners** | | | |
| --- | --- | --- | --- |
| **Host** | **Dates** | **Participants** | **Topics** |
| HTWK, INT@EUG,Germany | 28-30/08/19 | 32 trainers/staff | * Critical thinking * Start-ups * Personal skills * Communication skills * Business planing * HR Management and Business * Personal and Communication Skills * Development and Business planning |
| UCY, Cyprus | 26-28/11/19 | 34 trainers/staff | * ICT skills * ICT competencies * Job preparation * Interview skills |
| ISLA, Portugal | Will not be organised, unless there are gaps in the training needs from the other two workshops. | Number to be defined if it will be organised. | * Subjects to be defined upon a need on the training topics. |

Table 7. Training of MENA students at European Partners

| **Capacity Building Plan Actions: Training of MENA students by European Partners** | | | |
| --- | --- | --- | --- |
| **Host** | **Dates** | **Participants** | **Topic Goals** |
| HTWK, INT@EUG, Germany | Week 1:  Week 2:  To be rescheduled due to Coronavirus. Estimation: Summer 2021 | 15 students | * Business skills * Personal skills |
| UCY, Cyprus | Week 1:  Week 2:  To be rescheduled due to Coronavirus. Estimation: Summer 2021 | 15 students | * Basic digital skills * Skills of the digital age |
| ISLA, Portugal | Will not be organised, unless there are gaps in the training needs from the other two workshops. | Number to be defined if it will be organised. | * Subjects to be defined upon a need on the training topics. |

Table 8. Training of Jordanians at BSNB

| **Capacity Building Plan Actions: Training at MENA Universities (BSNB)** | | | |
| --- | --- | --- | --- |
| **Host** | **Dates** | **Participants** | **Topics** |
| - UJ-Aqaba branch  - Mutah University  - Jordan University of Science and Technology | UCY:  To be rescheduled due to Coronavirus. Estimation: Near the end of 2020  (3-days of training) | * Trainers of the BSNB who will be further trained * Young people (students and fresh graduates)in remote areas of the region, focusing on women | * Basic ICT skills * Basic ICT competencies * Skills of the digital age |
| - UJ-Aqaba branch  - Mutah University  - Jordan University of Science and Technology | ISLA:  To be rescheduled due to Coronavirus. Estimation: Near the end of 2020  (3-days of training) | * Trainers of the BSNB who will be further trained * Young people (students and fresh graduates)in remote areas of the region, focusing on women | * Trainees database * Recruitment of trainees * Pedagogical organization of the training * Training implementation * Administrative process of the training |
| - UJ-Aqaba branch  - Mutah University  - Jordan University of Science and Technology | HTWK & INT@EUG:  To be rescheduled due to Coronavirus. Estimation: Near the end of 2020  (3-days of training) | * Trainers of the BSNB who will be further trained * Young people (students and fresh graduates)in remote areas of the region, focusing on women | * Critical thinking * Start-ups * Personal skills * Communication skills * Business planing * HR Management and Business * Personal and Communication Skills * Development and Business planning |

It should be noted that regarding the training to be offered at MENA Universities (BSNB), each EU partner will need to organize with the Jordanian consortium for a suitable date for both parties in order to conduct the training. Thus, each EU partner will visit Jordan to offer their training on different dates. The initial goal was for this to be organized by the summer of 2020. However, due to the Coronavirus and the fact that it is difficult to estimate when traveling will commence and what the effect of the Coronavirus will be on student timetables in future, a tentative estimation will be for the trainings to be organized by the end of 2020. A more realistic estimation may be to have them organize by the summer of 2021.

## 4.2 Evaluation on Training

## Evaluation of training will occur in two dimensions:

## Trainee evaluations

## Trainers evlauations

## In terms of the first dimension, trainees will have the opportunity to evaluate the quality of the trainings through online questionnaires. During a training workshop, and on a day-to-day basis, the trainess will be able to evaluate the training topics of the specific day. This ensures they have the experience and acquired knowledge of a days events fresh in their mind. These evaluations are then analysed by ISLA, who leads the monitoring and asssesment of quality within the project.

## In terms of the second dimension, a combination of qualitative and quantitaive assesments will be utilised to assess the trainees. For the staff training in Germany and Cyprus, qualitaive narritive assesments will be prepared by the organisers, providing a holistic potrayal of the overall performance of the trainees and highlighting any major concerns that arised. Moreover, certificates of participation will also be awarded to the trainees who complete the trainings. In the remaining staff and student traing workshops, evaluation templates will be prepare by ISLA and UCY that will cover a general evaluation of the training - what the training scientific literature refers to as "level 1: reaction" - and measures the extent of engagement and the behavior of trainees, from the point of view of the teacher/trainer. The "level 2: learning" that focuses on knowledge assesment will be defined by each trainer for their specific topic.This type of evaluation will needs to conducted for each topic and trainee at an individual level, irrespective of whether the same trainee attends several courses with the same trainees. Hence, the template will be offered to the trainers in advance so that they can prepare their section on knowledge assesment accordingly.

## 4.3 Selection Process

This short note will guide you through the selection process and basic implementation details needed for the scopes of our JOB-JO modules. As mentioned, ToT (Train of the trainers) training will take place at the European partners, i.e. Germany and Cyprus, who will host the upcoming ToT trainings (in August,and November 2019 respectively). After the training, there will be a series of workshops for knowledge dissemination purposes in the MENA region’s universities, where the additional JOB-JO modules will be thoroughly introduced to the academic staff –and students- further enhancing the previous EU trainings to partner’s institutions.

The aim of the trainings organized in the EU is ToT of (BSNB), to adult teaching methodologies, development of methodological framework for trainings, introduction to proposed courses. An EU host of a training will be supported by guest trainers from the other EU partners who will conduct lectures on both teaching and monitoring activities of the (BSNB) listener’s progress after trainings.

The second training will be held in Jordan. During the training, the trainers of the BSNB will be further trained. Representatives of JO-partners will prepare a training program based on questions of trainers from partner country, will conduct monitoring of developed teaching materials.

## 4.4 Scope of the ToT training

The scope of the ToT training session is to enhance the Capacity building of the trainers/staff, in order to acquire the necessary knowledge and skills (that is, a Capacity Building enhancement) to properly teach the modules in their home institutions. The EU partners will provide their experience and knowledge on the self development topics and present a formal teaching methodology of the additional modules.

## 4.5 Number of trainers/staff attending the training

Each MENA partner has to propose **five (5)**trainers/staff that will be trained in European facilities, as. This does **NOT** only concern MENA partners that have contributed to the development ofmodules with corresponding EU partners; **ALL MENA partners** have to propose maximum (5 nominees) to be sent at the European facilities for the training program. The training will be completed in 3 days.

## 4.4 Targets of the training session

**Target 1:** Trainers and staff get familiarized with the concept of JOB-JO modules, including teaching methods for youth and development of teaching materials.

**Target 2:** Capacity Building of trainees Employability Skills based on the teaching of the specialized JOB-JO modules

## 4.6 Selection Criteria for trainers

The selection criteria of professors from the MENA region can be found in the table below:

Table 9.Selection criteria for the professors attending the ToT trainings in Cyprus and Germany

|  |
| --- |
| **Criteria of staff selection** |
| **1.** Basic knowledge in English language.  **2.** Acceptable economics background.  **3.**Preferably taught a related module in Employability Skills (or attended specialized trainings/workshops).  **4.**Will teach the modules as part of the JOB-JO project (Commitment letter).  **5.** Is a permanent full time academic member (preferably with tenure) or full-time employee at their organisation (if not an academic).  **6.** Must be nominated by the JOB-JO steering committee member of their institution.  **7.** Satisfactory research skills. |

## 4.7 Selection Criteria for students

The selection criteria of students from the MENA universities can be found in the table below:

Table 10. Selection criteria for the students attending the ToT trainings in Cyprus, Germany and Portugal

|  |
| --- |
| **Criteria of student selection** |
| **1.** Basic knowledge in English language.  **2.** Less fortunate economic background.  3. Personality criteria  4. Ability to transfer the knowledge to others students  5. Outstanding academic level (GPA)  6. Gender equity/balance  7. Good communication skills |

# 5. Annexes

## Annex A: Lists of courses for staff training

Proposed training specification:

* **Duration**: 3 days
* **Participants**: 2 persons (minimum) for each BSNB
* **Pedagogical methodology**: theoretical-practical

| ICT and Job Preparation and Interview Skills  **(UCY)** | Critical Thinking and Start-ups, Personal and Communication Skills Development  **(HTWK, INT@EUG))** | **Goal**: TBD  **Skills:**TBD  **(ISLA)** |
| --- | --- | --- |
| **Course 1:**  Web usability and accessibility | **Course 1:**  HR Management and Business | **Topics: To be defined based on gaps in training needs.** |
| **Course 2:**  Web Technologies | **Course 2:**  Critical thinking |  |
| **Course 3:**  HTML practical – Building your online CV | **Course 3:**  Start-ups |  |
| **Course 4:**  Google Forms | **Course 4:**  Personal skills |  |
| **Course 5:**  Augmented reality mobile apps for student learning experience enhancement | **Course 5:**  Communication skills |  |
| **Course 6:**  Skills in Job Planning - Skills and the future of work | **Course 6:**  Business planning |  |
| **Course 7:**  Intro to 3D Print And Design | **Course 7:**  Job preparation and Career development |  |
| **Course 8:**  Gamification and Kahoot | **Course 8:**  Personal and Communication Skills |  |
| **Course 9:**  Blackboard LMS - Functionalities and usage | **Course 9:**  Development and Business planning |  |
| **Course 10:**  Wix cloud-based development platform - Building and managing a website |  |  |
| **Course 11:**  MS Excel functions |  |  |

## Annex B: Lists of courses for student training

Proposed training specification:

* **Duration**: 10 days
* **Participants**: 15 students per training
* **Difficulty level**: The training topics offered to students must be of an easier level in comparison to the training that was offered to staff.
* **Topic requirements**: Ideally, the 5 topics should be interrelated under common goal/objective and should incorporate opportunities for understanding cultural issues.
* **Pedagogical methodology**: theoretical-practical
  + Students will be divided into 5 groups (3 students per group)
  + Students will be given 5 related topics to work on (2 days per topic)
    - Day 1 – morning session: presentation(s) by tutor on the topic
    - Day 1- afternoon session: practical/workshop on the topic & the groups prepare a presentation for Day 2
    - Day 2 – morning session: Groups present their work
    - Day 2 – afternoon session: Wrap up session and conclusions on the topic and award ceremony.

| **Goal**: Promote yourself with an online CV  **Skills:** ICT, Research  **(UCY)** | **Goal**: Start your own business  **Skills:** Business, Personal  **(HTWK)** | **Goal**: Effective communication  **Skills:** Personal  **(INT@EUG)** | **Goal**: TBD  **Skills:**TBD  **(ISLA)** |
| --- | --- | --- | --- |
| **Topic 1:**  How to stay safe on the web: Safe Web browsing, spam mails, fishing attacks, etc.  (project: present a recent famous web/social media attack and its results) | **Topic 1:** Personal and Communication skills | **Topic 1:** General Communication Skills | **Topics: To be defined based on gaps in training needs.** |
| **Topic 2:**  Office: Word Basics (project: making a business event invitation in pdf) | **Topic 2:** Study of work of the Leipzig Job Center | **Topic 2:** Smart Social Communication Skills |  |
| **Topic 3:**  Office: Excel Basics  (project: making an excel sheet for your business staff and some statistical graphs) | **Topic 3:**  Job preparation and Career development | **Topic 3:** Job Hunting |  |
| **Topic 4:**  Web Tools: Google Forms  (project: making a survey questionnaire, responding to other questionnaires and discussing the results with graphs) | **Topic 4:**  Chamber of Commerce and Industry: Empowering business | **Topic 4:** Self-Development Skills |  |
| **Topic 5:**  Basic free website creation with WIX  (project: create a simple cv website for your team) | **Topic 5:**  Students’ start-up company | **Topic 5:** Thinking Skills Development |  |
|  | **Topic 6:**  Stimulating self-employment: Entrepreneurship support System in German universities | **Topic 6:** Thinking Skills Development |  |
|  | **Topic 7:**  University Career Center | **Topic 7:**  Sales and Marketing Skills |  |
|  | **Topic 8:**  University Career Center | **Topic 8:**  University Career Center |  |
|  |  | **Topic 9:** Critical Thinking in Solving Problems and New Ideas |  |
|  |  | **Topic 10:** Skills in Job Planning |  |

## Annex C: Mapping of courses based on needs analysis and EU partners capabilities for capacity building

UCY Training Topics

| **Section** | **Paragraph/Axis (from needs analysis)** | **Training Topics** | **Trainees** | **Type** |
| --- | --- | --- | --- | --- |
| General Skills for Job Hunting | Civilized Behavior by Dealing and Accepting Other | Gamification for behaviour change | Staff | Presential |
| Job Hunting | Skills in Job Planning | Staff | Presential |
| Critical Thinking | Interviews Management Through Digital Media | Interview simulation and practice in 3D Virtual World | Staff & Student | Remote |
| Professional, Technical and Engineering Skills | Skills in Engineering Software | HTML5 web development | Staff | Presential |
| Skills in Engineering Software | HTML Practical – Building Your Own CV | Staff | Presential |
| Skills in Engineering Software | Wix - Building and managing a website | Student | Presential |
| Skills in Engineering Software | Web usability | Staff | Presential |
| Problem Design Implementations and Data Analysis | Google Forms | Staff & Student | Presential |
| Professional Skills for Educational Disciplines | Modern Strategies in Teaching | Setup of an advanced multimedia collaboration lab - software & hardware requirements | Staff | Presential |
| Modern Strategies in Teaching | Augmented reality mobile apps for student learning experience enhancement | Staff | Presential |
| Digital Knowledge Society | Intro to 3D print and design | Staff | Presential |
| Digital Knowledge Society | Office: Word Basics | Student | Presential |
| Digital Knowledge Society | Office: Excel Basics | Student | Presential |
| E-Learning Management System | Blackboard learning management system | Staff | Presential |
| Secure Utilization of Modern Digital Technology | How to stay safe on the web: Safe Web browsing, spam mails, fishing attacks, etc. | Student | Presential |
| Modern Evaluation Strategies and Related Tools | Social learning with Kahoot | Staff | Presential |
| Modern Evaluation Strategies and Related Tools | Moodle - custom developed and integrated tools for self-monitoring and assessment | Staff & Student | Remote |

HTWK Training Topics

| **Section** | **Paragraph/Axis (from needs analysis)** | **Training Topics** | **Trainees** | **Type** |
| --- | --- | --- | --- | --- |
| General Skills for Job Hunting | General Communication Skills | Personal and Communication skills | Staff & Student | Presential |
| Job Hunting | Study of work of the Leipzig Job Center | Staff & Student | Presential |
| Self-Development Skills | Job preparation and Career development | Staff & Student | Presential |
| Critical Thinking | Sales and Marketing Skills | Chamber of Commerce and Industry: Empowering business | Staff & Student | Presential |
| Professional, Technical and Engineering Skills | Skills in Engineering Software | ICT skills and technologies for distant learning | Student | Remote |
| Graduated Project Importance in Future Career | Students’ start-up company | Staff & Student | Presential |
| Problem Design Implementations and Data Analysis | ICT skills and technologies for distant learning | Student | Remote |
| Skills in Job Planning | Stimulating self-employment: Entrepreneurship support System in German universities | Staff & Student | Presential |
| Manage Green and Intelligent Buildings | ICT in building projects, Building Information Modelling | Student | Remote |
| Professional Skills for Educational Disciplines | Modern Strategies in Teaching | University Career Center | Staff & Student | Presential |

Int@E Training Topics

| **Section** | **Paragraph/Axis (from needs analysis)** | **Training Topics** | **Trainees** | **Type** |
| --- | --- | --- | --- | --- |
| General Skills for Job Hunting | General Communication Skills | General Communication Skills | Staff & Student | Presential |
| Smart Social Communication Skills | Smart Social Communication Skills | Staff & Student | Presential |
| Job Hunting | Job Hunting | Staff & Student | Presential |
| Self-Development Skills | Self-Development Skills | Staff & Student | Presential |
| Critical Thinking | Thinking Skills Development | Thinking Skills Development | Staff & Student | Presential |
| Sales and Marketing Skills | Sales and Marketing Skills | Staff & Student | Presential |
| Professional, Technical and Engineering Skills | Critical Thinking in Solving Problems and New Ideas | Critical Thinking in Solving Problems and New Ideas | Staff & Student | Presential |
| Skills in Job Planning | Skills in Job Planning | Staff & Student | Presential |

ISLA Training Topics

| **Section** | **Paragraph/Axis (from needs analysis)** | **Training Topics** | **Trainees** | **Type** |
| --- | --- | --- | --- | --- |
| General Skills for Job Hunting | Civilized Behavior by Dealing and Accepting Other | Workplace Civility | Staff | Presential |
| Critical Thinking | Time and Responsibilities Management in Enterprises | BSNB Management: Trainees database | Staff | Presential |
| Time and Responsibilities Management in Enterprises | BSNB Management:  Recruitment of trainees | Staff | Presential |
| Time and Responsibilities Management in Enterprises | BSNB Management:  Pedagogical organization of the training | Staff | Presential |
| Time and Responsibilities Management in Enterprises | BSNB Management:  Training implementation | Staff | Presential |
| Time and Responsibilities Management in Enterprises | BSNB Management:  Administrative process of the training | Staff | Presential |