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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

**Report**

**Monitoring of the BSNB Tafila Technical University**

**Jordan**

**08.06.2022**

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| 1. **Technical structure of the BSNB in** Mutah University University (MU) | | | | | | | | | |
| **I.1** | **How many technicians work/ collaborate in this BSNB?** | | | | | | Mutah University  **3 employees + 1 volunteer** | | |
| **I.2** | **Qualification level of each person. Specify below**. | | | | | | | | |
|  | Bsc in computer science: 2 persons  Technical specialist: 1 person  Phd Staff members : 1persons | | | | | | | | |
| **I.3** | **Functions of each person. Specify below.** | | | | | | | | |
|  | Computer maintenance  Technical specialist.  Phd Staff memebrs  Business faculty: 5 academic staff:   * ICT * Mechanical Engineering * Civil Engineering * Academics and administration Staff * University Staff members | | | | | | | | |
| **II. Training done in this BSNB** | | | | | | | | | |
| **II. 1** | **Training needs diagnostic.** | | | | | | | | |
| **II.1. a** | **Briefly summarize how the training needs diagnostic is/ was done.** | | | | | | | | |
|  | The purpose of the training of trainers programme is to build or strengthen the capacity (knowledge and skills) of the participants and their respective institutions in order to provide High Quality. MU organised training courses and training workshops at the BSNB. The training was implemented based on the initiative of the project team. the target group were students, graduates and undergraduates’ students and the local community in different topic, such as   * Business plan * Study about the reason of unemployment and poverty in Jordan * Interview Skills and Civil Behavior * Total Quality Management * Communication Skills, * E-commerce & freelancing, * IT-Skills, * Critical Thinking in Solving Problems and New Ideas * Resume Writing Skills and Self-Marketing Skills * Job Interview Skills & Job Searching Skills * Creativity, Innovation.   The goals of training from Mutah as follows:   * Empowering & Strengthening the skills in the youth * Recognitions of Competences acquired outside hosting country * Labor Market integration through language education * Labour market integration through skills matching and youth empowerment * Enhancing social integration through community service interventions | | | | | | | | |
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| **II.1. b** | **Are there any variations implemented, to better suit any course? Specify.** | | | | | | | | |
|  | Some of of the traing organised online due to the Corona pandemic. | | | | | | | | |
| **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. | | | | | | | | |
|  | JO partners designed questionnaires and distributed to study  local community in three prospective. The first one studied the poverty in the remote area. The second identified the unemployment. The third understanded how the key skills by women to promote their employability, socio-educational and professional development through innovative and collaborative ICT based methodological and didactic solutions, with access to a variety of open interdisciplinary resources that will enable them to acquire and retain the target skills acquired over time in of Jordan.  The training content was taken from course materials syllabus, the needs of the training topics, the results of the questionnaires and the needs of the laber market. The content of the training materials and the workshops ware approved by the JO partners, each according to his specialization and in accordance with the trainee, according to the educational and professional level of the trainee. | | | | | | | | |
| **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. | | | | | | | | |
|  | Their experience, specialization, scientific certificate. Interview were conducted for each trainer. Trainer had submitt a CV, including the previous one, and then it is approved by an official letter through the project manager, including the announcement and holding of the course. Each Trainer have to organise training workshops and to prepare training courses and training materials for the BDNB. | | | | | | | | |
| **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? | | | | | | | | |
|  | Training dates were agreed at each management meeting (at least 6 month before the event). Staff members got mails from the project coordinator.  Agenda, announcement details were made for each training and workshop The agenda include the course topic, course date, course location. The Host partner sent invitation letters and all information and mechanism for holding the course, name of the trainer, cooperating entity, and target group. All training workshops were published through official letters, 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 (admitted to the course and not admitted) are listed? Is the process dependent on the course or it is the same to all courses? Specify. | | | | | | | | |
|  | There registration for the training is per emails. Staff members and students send email to the contact persons. The the selection done based on the conditions of the applicant, CVs of the applicant, english language, the allowed number of applicants for the course, the dates of the training, the target group and the topic of the course, the specialization of course training. Trainees recived the training agenda, invitation letters and after the training an attendance is confirmed through use of the attendance sheets which is recorded and signed by trainees. Ther is an electronic application form was made and registration form (participants list sheet). All trainings and workshops have the procedure.  Attendance sheets are filled in after each training, students make tests, students’ achievements are recorded. Trainings normally are held in 2 days, participants are the final-year undergraduate students and Master students. In May 2022 there were 2 training events, each for 25 students. | | | | | | | | |
| **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. | | | | | | | | |
|  | AHU BSNB depends on the Consulting, studies, training center regulation. When trainee reached equal or more than 20% of absence then the administration team take a decision to cancel his participation of course training. | | | | | | | | |
| **II.3** | **Training implementation.** | | | | | | | | |
| **II.3. a** | For the 4 courses with more trainees, identify the presence of each aspect. | | | | | | | | |
| **II.3. a.1** | Course name:  **Communication Skills**  How many trainees? \_\_\_\_\_\_\_ How many repetitions? \_\_\_\_\_\_\_ Duration of this course:\_\_\_ \_\_\_\_hours | | | Course Summaries  **YES** NO | | Attendance Sheets  **YES** NO | | | Pedagogical material  **YES** NO |
| **II.3. a.2** | Course name:  **Resume Writing Skills and Self-Marketing Skills**  How many trainees? \_\_ \_\_\_\_ How many repetitions? \_\_\_\_\_\_\_ Duration of this course: \_\_\_hours | | | Course Summaries  **YES** NO | | Attendance Sheets  **YES** NO | | | Pedagogical material  **YES** NO |
| **II.3. a.3** | Course name:  **Job Interview Skills & Job Searching Skills**  How many trainees? \_\_\_\_\_\_\_ How many repetitions? \_\_\_\_\_\_\_ Duration of this course:\_\_\_ hours | | | Course Summaries  **YES** NO | | Attendance Sheets  **YES**  NO | | | Pedagogical material  **YES**  NO |
| **II.3. a.4** | Course name:  **Creativity, Innovation, Entrepreneurship and Project Management**  How many trainees? \_\_\_\_\_\_\_ How many repetitions? \_\_\_\_\_\_\_ Duration of this course:\_\_\_ \_\_\_\_hours | | | 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. | | | | | | | | |
| **II.4. a.1** | Course name:  **Communication Skills**  Course Paragraph/Axis: | | | Level 1, Reaction  **YES** NO | | Level 2, Learning  **YES** NO | | | Level 3, Transfer  **YES** NO |
| **II.4. a.2** | Course name:  **Resume Writing Skills and Self-Marketing Skills**  Course Paragraph/Axis: | | | Level 1, Reaction  **YES** NO | | Level 2, Learning  **YES** NO | | | Level 3, Transfer  **YES** NO |
| **II.4. a.3** | Course name:  **Job Interview Skills & Job Searching Skills**  Course Paragraph/Axis: | | | Level 1, Reaction  **YES** NO | | Level 2, Learning  **YES** NO | | | Level 3, Transfer  **YES** NO |
| **II.4. a.4** | Course name:  **Creativity, Innovation, Entrepreneurship and Project Management**  Course Paragraph/Axis: | | | Level 1, Reaction  **YES** NO | | Level 2, Learning  **YES** NO | | | Level 3, Transfer  **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. The form include questions about training dates, materials, trainer, place of training, …. Etc.  And the questioner evaluated at the middle of training and at the end of training course. Questioner or evaluation form used Google form, MS form, AHU 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. | | | | | | | | |
| **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** | **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. | | | | | | | | |







